Course Information:
Section: 75D0
Credits: 3
Dates: Monday, May 14th - Friday, August 10th
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: 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 Canvas at 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 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.

You are expected to provide feedback by completing online evaluations. Evaluations will be open the last few weeks of the semester. 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. The quality of a University of Florida education is dependent upon the community acceptance and enforced of the Honor Code. Please refer to the University of Florida Honor Code for a complete explanation of the UF 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."

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 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).
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 11:59 pm 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, the discussion boards will be a chance for you, the student, to discuss ideas and topics most relevant to you. Each discussion will be comprised of 4-5 sets of questions depending on the size of the class. You will post an initial response to each of the questions/topics, as well as several subsequent posts in response to their peers’ contributions.

- Each discussion board will begin with you posting your initial responses to the sets of questions/topics no later than Wednesday at 11:59 pm during the week in which the discussion takes place.
  - At least two remaining posts, due Sunday at 11:59 pm of that week, will 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 both 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 20 points each
  - Points will vary for each set of questions/topic depending on size of the class
- 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, you must:
- Read and understand the assigned readings prior to the beginning of a discussion session.
- Prepare answers (in writing) to each of the posed discussion questions.
- Respond to the discussion board sessions by supporting/disputing the views of others.

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 and post much more than the minimum 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 11:59 pm on the first Sunday (see course schedule) of their respective module. I will select and post the questions that following Monday morning.

Reflection Papers
Due to the sometimes-controversial nature of the course material, students might not feel comfortable speaking their mind in their discussion board. This 2-4 page reflection paper provides students with the opportunity to write down their 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

For your 4th reflection paper, you 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, you will be expected to chronicle your experience through reflection and journal entries. You 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.

GRADING

Assessment Values:
Welcome Discussion Board 5 points
Discussion Leader 25 points
Life without Sports 30 points
Reflection Papers (3 x 20) 60 points
Article Questions (6 x 10) 60 points
Discussion Boards (7 x 20) 140 points
Course Total 320 Points

Grading Scale (No Rounding):

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

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Module 1 (May 14 – May 20)
Sociology and Sport

Readings:


Video:
A Class Divided

Assignments:
Thursday, May 17    Introduction on Welcome Discussion Board
Thursday, May 17    Opening Statements to Discussion Boards
Sunday, May 20     Two (2) responses to classmates in each Discussion Board

Module 2 (May 21 – June 3)
Youth Sport: What are We Teaching?

Readings:


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


Assignments:
Sunday, May 27     Module 2 Article Questions
Sunday, May 27     Discussion Leader Questions
Wednesday, May 30  Opening Statements to Discussion Boards
Sunday, June 3     Two (2) responses to classmates in each Discussion Board
Sunday, June 3     Reflection Paper 1
## Module 3 (June 4 – June 17)
### The Role of Sport in Education

**Readings:**

The Drake Group’s proposal for new *Academic Integrity Rules for Athletics*


**Assignments:**
- **Sunday, June 10**
  - Module 3 Article Questions
- **Sunday, June 10**
  - Discussion Leader Questions
- **Wednesday, June 13**
  - Opening Statement to Discussion Boards
- **Sunday, June 17**
  - Two (2) responses to classmates in each Discussion Board
- **Sunday, June 17**
  - Reflection Paper 2

## Module 4 (June 18 – July 1)
### Gender, Sexuality and Sport: What will it take for Equality?

**Readings:**


**Assignments:**
- **Sunday, June 24**
  - Module 4 Article Questions
- **Sunday, June 24**
  - Discussion Leader Questions
- **Wednesday, June 27**
  - Opening Statements to Discussion Boards
- **Sunday, July 1**
  - Two (2) responses to classmates in each Discussion Board
Module 5 (July 2 – July 15)
Diversity and Inclusion in Sport and Sport Organizations

Readings:


Assignments:
Sunday, July 8
Module 5 Article Questions
Sunday, July 8
Discussion Leader Questions
Wednesday, July 11
Opening Statements to Discussion Boards
Sunday, July 15
Two (2) responses to classmates in each Discussion Board
Sunday, July 15
Reflection Paper 3

Module 6 (July 16 – July 29)
The Impact of Socioeconomic Status, Social Class and Inherent Risks on Sport & Sport Participation

Readings:


Assignments:
Sunday, July 22
Module 6 Article Questions
Sunday, July 22
Discussion Leader Questions
Wednesday, July 25
Opening Statement to Discussion Boards
Sunday, July 29
Two (2) responses to classmates in each Discussion Board
Module 7 (August July 30 – August 10)
The Future of Sport

Readings:


Assignments:
Sunday, August 5  Module 7 Article Questions
Sunday, August 5  Discussion Leader Questions
Tuesday, August 7  Opening Statement to Discussion Boards
Friday, August 10  Two (2) responses to classmates in each Discussion Board
Friday, August 10  Reflection Paper 4 – Life without Sports