

**SPM 5016 – SPORT SOCIOLOGY**  
University of Florida  
Department of Tourism, Recreation and Sport Management  
Fall 2018 (Online)

**Course Information:**

Class Number: 20152  
Credits: 3  
Dates: Wednesday, August 22<sup>nd</sup> - Wednesday, December 5<sup>th</sup>  
Location: Web Based ([elearning.ufl.edu](http://elearning.ufl.edu))

**Contact Information:**

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**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:**

1. Anderson, E., & White, A. (2018). *Sport, Theory, and Social Problems: A Critical Introduction (2<sup>nd</sup> ed.)*. New York: Routledge.
2. All other readings and course materials will be posted on Canvas at <http://elearning.ufl.edu>.

## **COURSE INFORMATION AND POLICIES**

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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 6<sup>th</sup> 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 enforcement 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 best be reached via my work email ([tbopp@ufl.edu](mailto:tbopp@ufl.edu)). Please keep in mind all correspondence (including e-mails to the instructor) must be presented in a professional manner (e.g., proper spelling and grammar). Additionally, if I send an email it will be to your @ufl.edu address so please make sure you have access and can be notified of any new email.

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## PERFORMANCE EVALUATIONS

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### Short Answer Article Questions

To facilitate discussion, assist in preparation for class, and stimulate personal examination of each topic, you will be given six (6) 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) 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 11:59pm** during the week in which the discussion takes place.
  - At least two remaining posts, due **Sunday at 11:59pm** 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.
- Module 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 **11:59pm 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 Modules 2, 3, 5, and 7 and will not be shared with anyone.

### **Life without Sports**

For your 4<sup>th</sup> 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

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## **GRADING**

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### **Assessment Values:**

Welcome Discussion Board		10 points
Discussion Leader		20 points
Article Questions	(6 x 10)	60 points
Reflection Papers	(4 x 20)	80 points
Discussion Boards	(7 x 20)	140 points
<b>Course Total</b>		<b>310 Points</b>

### **Grading Scale (No Rounding):**

<i>Letter Grade</i>		<i>Total Points</i>		<i>Grade Points</i>
A	=	294 – 320	=	4.00
A-	=	288 – 293	=	3.67
B+	=	281 – 287	=	3.33
B	=	262 – 280	=	3.00
B-	=	256 – 261	=	2.67
C+	=	249 – 255	=	2.33
C	=	230 – 248	=	2.00
C-	=	224 – 229	=	1.67
D+	=	217 – 223	=	1.33
D	=	198 – 216	=	1.00
D-	=	192 – 197	=	0.67
E	=	<= 191	=	0.00

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

### **Copyright Statement**

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## SPM 5016 FALL 2018 COURSE SCHEDULE

### Module 1 (August 22 – September 9)

#### *Sociology and Sport*

#### Readings:

Anderson, E. & White, A. (2017). Introduction (pp. 1-20). *Sport, Theory, and Social Problems: A Critical Introduction*. New York: Routledge.

Anderson, E. & White, A. (2017). Chapter 1 (pp. 21-31). *Sport, Theory, and Social Problems: A Critical Introduction*. New York: Routledge.

Coakley, J. (2015). Assessing the sociology of sport: On cultural sensibilities and the great sport myth. *International Review for the Sociology of Sport*, 50, 402-406.

#### Video:

[A Class Divided](#)

#### Assignments:

Sunday, August 26	Introduction Video on Welcome Discussion Board
Sunday, August 26	Two (2) responses to Welcome DB
Wednesday, September 5	Opening Statements to each Discussion Board
Sunday, September 9	Two (2) responses to classmates in each DB

### Module 2 (September 10 – September 23)

#### *Youth Sport: What are We Teaching?*

#### Readings:

Anderson, E. & White, A. (2017). Chapter 4 (pp. 66-77). *Sport, Theory, and Social Problems: A Critical Introduction*. New York: Routledge.

Anderson, E. & White, A. (2017). Chapter 5 (pp. 78-87). *Sport, Theory, and Social Problems: A Critical Introduction*. New York: Routledge.

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

Merkel, D.L. (2013). Youth Sport: Positive and Negative Impact on Young Athletes. *Open Access Journal of Sport Medicine*, 4, 151-160.

Sagas, M. (2013). *What does the science say about athletic development in children?* Research Brief of The Aspen Institute's Project Play Roundtable.

#### Assignments:

Sunday, September 16	Module 2 Article Questions
Sunday, September 16	Discussion Leader Questions
Wednesday, September 19	Opening Statements to each Discussion Board
Sunday, September 23	Two (2) responses to classmates in each DB
Sunday, September 23	Reflection Paper 1

### Module 3 (September 24 – October 7)

#### *The Role of Sport in Education*

#### **Readings:**

Camire, M. (2014). Youth Development in North American High School Sport: Review and Recommendations. *Quest*, 66, 495-511.

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

Rubin, L. M., & Rosser, V. J. (2014). Comparing Division IA Scholarship and Non-Scholarship Student-Athletes: A Discriminant Analysis. *Journal of Issues in Intercollegiate Athletics*, 7, 43-64.

Tucker, K., Morgan, B.J., Oliver, I., Kirk, O., Moore, K., Irving, D., Sizemore, D., & Turner, W. (2016). Perceptions of College Student-Athletes. *The Journal of Undergraduate Ethnic Minority Psychology*, 2, 27-33.

#### **Assignments:**

Sunday, September 30	Module 3 Article Questions
Sunday, September 30	Discussion Leader Questions
Wednesday, October 3	Opening Statement to each Discussion Board
Sunday, October 7	Two (2) responses to classmates in each DB
Sunday, October 7	Reflection Paper 2

### Module 4 (October 8 – October 21)

#### *Gender, Sexuality and Sport: What will it take for Equality?*

#### **Readings:**

Anderson, E. & White, A. (2017). Chapter 7 (pp. 101-121). *Sport, Theory, and Social Problems: A Critical Introduction*. New York: Routledge.

Anderson, E. & White, A. (2017). Chapter 8 (pp. 122-139). *Sport, Theory, and Social Problems: A Critical Introduction*. New York: Routledge.

Burton, L.J. (2015). Underrepresentation of Women in Sport Leadership: A Review of Research. *Sport Management Review*, 18, 155-165.

Hahn, D.A., & Cummins, R.G. (2014). Effects of Attractiveness, Gender, and Athlete – Reporter Congruence on Perceived Credibility of Sports Reporters. *International Journal of Sport Communication*, 7, 34-47.

#### **Assignments:**

Sunday, October 14	Module 4 Article Questions
Sunday, October 14	Discussion Leader Questions
Wednesday, October 17	Opening Statements to each Discussion Board
Sunday, October 21	Two (2) responses to classmates in each DB

## Module 5 (October 22 – November 4)

### *Racial Diversity in Sport and Sport Organizations*

#### **Readings:**

Anderson, E. & White, A. (2017). Chapter 9 (pp. 140-147). *Sport, Theory, and Social Problems: A Critical Introduction*. New York: Routledge.

Anderson, E. & White, A. (2017). Chapter 10 (pp. 148-157). *Sport, Theory, and Social Problems: A Critical Introduction*. New York: Routledge.

Cameron, C.D.R. (2012). You Can't Win if You Don't Play: The Surprising Absence of Latino Athletes from College Sports. *2 Wake Forest J.L. & Pol'y 199*.

Smith, E. & Hattery, A. (2011). Race Relations Theories: Implications for Sport Management. *Journal of Sport Management, 25*, 107-117.

#### **Assignments:**

Sunday, October 28

Module 5 Article Questions

Sunday, October 28

Discussion Leader Questions

Wednesday, October 31

Opening Statements to each Discussion Board

Sunday, November 4

Two (2) responses to classmates in each DB

Sunday, November 4

Reflection Paper 3

## Module 6 (November 5 – November 18)

### *The Impact of Socioeconomic Status, Social Class and Inherent Risks on Sport & Sport Participation*

#### **Readings:**

Anderson, E. & White, A. (2017). Chapter 2 (pp. 32-45). *Sport, Theory, and Social Problems: A Critical Introduction*. New York: Routledge.

Anderson, E. & White, A. (2017). Chapter 3 (pp. 46-65). *Sport, Theory, and Social Problems: A Critical Introduction*. New York: Routledge.

Anderson, E. & White, A. (2017). Chapter 6 (pp. 88-100). *Sport, Theory, and Social Problems: A Critical Introduction*. New York: Routledge.

Stempel, C. (2005). Adult Participation Sports as Cultural Capital: A Test of Bourdieu's Theory of the Field of Sports. *International Review for the Sociology of Sport, 40*, 411-432.

Wilson, T. (2002). The Paradox of Social Class and Sports Involvement: The Roles of Cultural and Economic Capital. *International Review for the Sociology of Sport, 37*, 5-16.

#### **Assignments:**

Sunday, November 11

Module 6 Article Questions

Sunday, November 11

Discussion Leader Questions

Wednesday, November 14

Opening Statement to each Discussion Board

Sunday, November 18

Two (2) responses to classmates in each DB

## Module 7 (November 19 - December 5)

### *The Future Sport*

#### **Readings:**

Anderson, E. & White, A. (2017). Chapter 11 (pp. 158-174). *Sport, Theory, and Social Problems: A Critical Introduction*. New York: Routledge.

Kovalchik, S. (2012). Men's Records and Women's: Are the Women Better Already? Moving Towards a Gender-Neutral Olympics. *Significance*, 9(2), 18-23.

#### **Assignments:**

Monday, November 26

Module 7 Article Questions

Monday, November 26

Discussion Leader Questions

Friday, November 30

Opening Statement to each Discussion Board

Wednesday, December 5

Two (2) responses to classmates in each DB

Wednesday, December 5

Reflection Paper 4 - Life without Sports Paper