

**SPM 5016 – SPORT SOCIOLOGY**  
**Department of Sport Management**  
**Fall 2021**

### Course Information

Section: Z3TB; Course # 17874; 3 Credit hours  
Location: FLG 250  
Tuesdays | Periods 3 - 5 (9:35 AM - 12:35 PM)  
Canvas site: <https://ufl.instructure.com/courses/434072>

### Instructor Information: Meredith Flaherty, PhD

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Office: Florida Gym 206K  
Office Hours: Tuesdays 1:00 – 3:00; Wednesdays 2:00 – 3:00

### Course Description

In this course, 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) athlete health and safety; (f) organizations and sport structures; (g) media messages; and (h) the influence of sport on youth culture, families, and the economy. SPM 5016 is a Sociology course that is taught seminar-style, predicated on in-depth discussion. The over-arching purpose of the course is to prepare students to use research and theory to make leadership decisions as sport managers.

### Course Objectives

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication, and critical thinking:

- Link between research, theory, and practice in a sport context
- Critically examine social issues as they relate to those who manage, participate, and consume sport and any/all segments of the sport industry
- 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
- Better appreciate and understand the potential benefits and need for diversity and inclusion in sport
- Formulate resolutions and practices to eliminate and/or minimize the potential negative impacts of sport on participants, fans, consumers, administrators, and society
- Articulate and rationally support your opinions and beliefs towards the role of sport in society
- Offer an introspective analysis of why you hold on to said opinions and beliefs
- Learn to use research and theory to make leadership decisions in sport leadership

### Required Course Textbook and Materials

1. Anderson, E., & White, A. (2018). Sport, Theory, and Social Problems: A Critical Introduction (2nd ed.). New York: Routledge.
2. All other readings and course materials will be posted on the Canvas course site: <https://ufl.instructure.com/courses/434072>

### Brave Space Agreement\*

You are to treat each other with respect in accordance with the below agreement. Thank you

- We agree to struggle against racism, sizeism, transphobia, classism, sexism, ableism, and the ways we internalized myths and misinformation about our own identities and the identities of other people.
- We know that no space can be completely “safe”, and we agree to work together towards harm reduction, centering those most affected by injustice in the room even if it means centering ourselves.
- We agree to sit with the discomfort that comes with having conversations about race, gender, identity, the nonprofit industrial complex, etc. We agree to try our best not to shame ourselves for the vulnerability that these kinds of conversations require.
- We agree to value the viewpoints of other people that do not challenge or conflict with our right to exist.
- We agree it’s okay to have feelings. It’s okay to feel uncomfortable when we’re discussing complex topics about accountability, relationships, justice, and care.

\*Conceptualized by Micky Scott Bey Jones

## COURSE FORMAT

SPM 5016 is a Sociology course that is taught seminar-style, predicated on in-depth discussion. The course is organized around 15 units that present key topics in Sport Sociology. Each unit is comprised of readings (posted to the Canvas site) *that students are expected to read prior to the class in which they will be discussed*. Each class session will be composed of two segments: 1. a research and discussion session and 2. a lecture segment. With this structure, student work outside of class time is the unit work (readings and assignments), and student work in-class is researching and preparing analyses for discussion; the in-class component of the course is critical to student learning and thus attendance at the class sessions is a primary component of the student experience and student learning in this seminar-style course.

### Research and Discussion Session

The first two hours of class (with breaks) will be an organized discussion around ‘discussion questions’ (prompts) that are designed to identify different dimensions of the topic for that day; discussion questions will pose issues around player access and treatment, leadership, or conceptual dimensions of the topic (such as symbols of racism in sport) to generate discussion that covers various dimensions of the topic. Student Discussion Questions submissions (from the weekly assignment) will be included in possible prompts from which groups can choose to research and present in class.

The discussion sessions in class will be comprised of two segments: 1. group research and preparation and 2. group presentations of their analysis. The group presentations and class discussion in the second segment of the discussion session will conclude the topic. The assignment associated with the research and discussion session is the Discussion Sessions Journal, a record of research, notes, discussion thoughts and reflections, and any follow-up conceptual links or theoretical propositions (for example).

### Lecture Session

The third hour of class will be the lecture segment. The lecture will introduce the topic and content for the following week’s class research and discussion session. Students should read or watch all unit content after the lecture and be prepared to provide in-depth insight and discussion in the next class.

## ASSESSMENTS

### Discussion Questions (13 X 12 points)

To prepare for class discussion, and to extend the depth to which students examine each unit topic, students will be asked to highlight key takeaways from the readings in the form of Discussion Questions, or prompts that could be used in class for the research and discussion session of the class. The four (4) questions, contrasts, or propositions derived from the readings should each be about 100 words, with a statement to frame the issue/question and a direction for what components might be considered if the question was used for the research and discussion session in class. Discussion Questions are due on the Sunday before the unit discussion takes place in class.

### Discussion Session Journal (14 X 20 points)

Student's participation in the in-class discussion session should be considered a live Discussion Board-like assignment where the submission to Canvas is a journal of notes, thoughts, and insights from the class research and discussion session, spanning organization of the group, through collaboration for the presentations, and including the class presentations and discussions in the second segment of the session. The Discussion Session Journal from each class will be submitted weekly in Canvas as typed notes (copied and pasted from laptop, phone, or other device) or as images of hand-written notes — the submission will accommodate any record of student notes. The weekly Discussion Session Journal is an assignment that demonstrates your engagement and participation in the research and discussion sessions.

### Reflection Papers (3 X 40 points)

The Reflection Paper assignment (X 3) will provide students with the chance to share thoughts, feelings, personal experience, and/or reactions to their personal relationship with a topic from the previous unit(s). The Reflection Papers will require an introduction that directly addresses the prompt, then is open for the student to develop the relationship between the prompt and the unit readings and discussion through their personal reflections. Reflection papers will be 2-3 pages (about 600 words).

### Theory Papers (2 X 70 points)

The Theory Paper assignment is designed to prepare students to write relevant reports that are grounded in information/research on a topic or dimension of an issue. The Theory Papers will be written in response to a broadly designed prompt that allows for any range of topic or issue that will be developed through a theoretical lens. The theoretically based position paper will be organized as:

1. Introduction to the problem/topic and link to the theory (1-2 paragraphs)
2. Review of the theory (level/direction; constructs; how it has been used in the literature as a frame for the topic/issue (1-1.5 pages)
3. Review of literature of the topic/issue (1-3 pages)
4. In depth description of the relationship between a) the theory, 2) its constructs, and 3) the dimensions of the topic/issue (2-4 pages); this is the discussion section of the report in which students will develop the topic/issue around the theory/constructs.

The theory papers will be formatted in APA, 6-9 pages, (about 1500 words), and will be graded for depth and effectiveness in communicating the elements of the paper (language and writing/organization coherence and conciseness).

### Organizational Strategies Group Project (10 points)

The Organizational Strategies Group Project is a collaboration on the second Theory Paper that was written individually. For the project, groups will prepare a brief presentation around organizational strategies for mediating the effects of a social issue or topic covered in the course. Presentations will take place in class during the last week of the semester.

### **A Weekend Without Sports (50 points)\*\***

For this assignment, the student will be asked to abstain from sport and fandom activities for four days (96 hours), spanning Friday-Monday. Activities from which students 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, the student will chronicle their experience through reflection and journal entries and analyze their personal relationship between sport and the topics covered in the course, such as media. This project can be completed over any weekend that is toward the end of the semester and accommodations can be made if the student has athletic-related responsibilities; organize alternative timing with the instructor directly.

#### **\*\*Graduate Final Exam Requirement (ONLY for Fall 2020 Students and beyond)**

The successful completion of *Reflection Paper 4 (A Weekend without Sports)* will fulfill a requirement of the Graduate Final Exam which is a requirement to be completed prior to the completion of the M.S in Sport Management degree at the University of Florida. To successfully complete Reflection Paper 4, the student must earn a minimum of 12 points (80%) on the assignment. A failure to meet the minimum of 12 points (80%) will require the student to rewrite and resubmit the paper to the instructor by the stated deadline which will be before the end of the semester. However, the rewrite grade will not count towards the course but will count towards the successful completion of that Graduate Final Exam portion. A failure to successfully rewrite and resubmit the *Reflection Paper 4* will result in earning an "Incomplete" (I) grade for the course until the requirement has been met. (Please note: An "Incomplete" (I) grade becomes punitive to your overall GPA approximately one semester following the assigned "Incomplete" grade.) It is the student's responsibility to arrange with the instructor and agree in writing the timeline for successfully completing the paper in fulfillment of the Graduate Final Exam portion. If the student successfully earns a minimum of 80% on the first submission of *Reflection Paper 4*, then no further action is necessary.

\*Further assignment details and instructions will be available on the assessment/assignment pages in Canvas.

## GRADING

### **Grading & Point Distribution**

Discussion Questions 13 X 12 points	156 points
Discussion Session Journal 14 X 20	280 points
Reflection Papers 3 X 40 points	120 points
Theory Papers 2 X 70 points	140 points
Organizational Strategies Group Project 10 points	10 points
A Weekend without Sports 50 points	50 points
<b>TOTAL</b>	<b>756 POINTS</b>

## Grading Scale

A	=	93-100%
A-	=	90 – 92.9%
B+	=	87-89.9%
B	=	83-86.9%
B-	=	80 – 82.9%
C+	=	77-79.9%
C	=	73-76.9%
C-	=	70-72.9%
D+	=	67-69.9%
D	=	60-66.9%
E	=	59.9 or lower

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

## POLICIES AND RESOURCES

### 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.”***

The following pledge will be either required or implied on all work:

***“On my honor, I have neither given nor received unauthorized aid in doing this assignment”***

It is the duty of the student to abide by all rules set forth in the UF Undergraduate Catalog. Students are responsible for reporting any circumstances, which may facilitate academic dishonesty.

### University Policy on Academic Misconduct

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>).

- “The University of Florida holds its students to the highest standards, and we encourage students to read the University of Florida Student Honor Code and Student Conduct Code (Regulation 4.040), so they are aware of our standards. Any violation of the Student Honor Code will result in a referral the Student Conduct and Conflict Resolution and may result in academic sanctions and further student conduct action. The two greatest threats to the academic integrity of the University of Florida are cheating and plagiarism. Students should be aware of their faculty’s policy on collaboration, should understand how to properly cite sources, and should not give nor receive an improper academic advantage in any manner through any medium.”

\*Students are encouraged to review and discuss unit content with other students but are not permitted to collaborate with other students on any written submission or quiz in this course.

### University Policy on Accommodating Students with Disabilities

Students requesting accommodation for disabilities must first register with the Dean of Students Office (<https://dso.ufl.edu/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations. Contact the UF Disability Resource Center here: <https://disability.ufl.edu/>

### Attendance and Make Up Policy

Requirements for make-up exams, assignments, and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. Make-up work and accommodations for missed classes should be arranged on an individual, case-by-case basis with the instructor.

### Getting Help

For issues with technical difficulties for E-learning @ UF, please contact the UF Help Desk at: (352) 392-HELP; <http://helpdesk.ufl.edu/> or [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)

### Other resources

- [Distance Learning](#)
- [Counseling and Wellness resources](#)
- [Disability resources](#)
- [Resources for handling student concerns and complaints](#)
- [Library Help Desk support](#)

### Campus Resources

- [U Matter, We Care](#) or 352-392-1575
- [Counseling and Wellness Center](#) or 352-392-1575
- [University Police Department](#) or 352-392-1111; 911 for emergencies
- [Student Health Care Center](#) or 352-392-1161
- [E-learning technical support](#) or 352-392-4357
- [Career Resource Center](#) (Reitz Union) or 352-392-1601
- [Teaching Center](#) (Broward Hall) or 352-392-2010
- [Writing Studio](#) (Tigert Hall) or 846-1138
- [Library Support](#)

## SPM 5016 FALL 2021 COURSE SCHEDULE

Module 1		
Week 1	Aug 23-27	Introduction and Syllabus
Week 2	Aug 30-Sept 3	Sport Sociology and Theory -Reflection Paper 1 due
Week 3	Sept 7-10	Sport Structures: Organizational and Institutional Theory
Week 4	Sept 13-17	Media

Module 2		
Week 5	Sept 20-24	Positioning and Categories of Marginalization -Theory Paper 1 due
Week 6	Sept 27-Oct 1	Ability
Week 7	Oct 4-7	Resources -Reflection Paper 2 due
Week 8	Oct 11-15	Race
Week 9	Oct 18-22	Sex and Gender
Module 3		
Week 10	Oct 25-29	Deviance
Week 11	Nov 1-5	Athlete Health and Safety
Week 12	Nov 8-12	Sport Finance Structures -Reflection Paper 3 due
Week 13	Nov 15-19	Olympics and Mega Events
Week 14	Nov 15-19	Thanksgiving Break
Week 15	Nov 29-Dec 3	Reforming Sport Theory Paper 2 due
Week 16	Dec 6-8	Organizational Strategies Group Project Presentations
Finals Week	Dec 13	Last day to submit A Weekend Without Sports assignment

### Course Evaluation

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.

### Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

### Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

*The instructor reserves the right to make changes to the syllabus and outline as the class progresses and circumstances arise. Students will be given ample notice of any changes.*