

**SPM 5016 – SPORT SOCIOLOGY**  
University of Florida  
Department of Tourism, Recreation and Sport Management  
Spring 2019

**Course Information:**

Class: 20273-005H  
Credits: 3  
Dates: Tuesdays (January 7<sup>th</sup> – April 24<sup>th</sup>)  
Times: Periods 2 - 4 (8:30am – 11:30am)  
Location: Florida Gym (FLG) 0250

**Contact Information:**

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Office Hours: Wednesdays 8:30am – 12noon and by appointment

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**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 review of current events, we will utilize sociological concepts, theories, and research to critically examine social issues in sport. These issues include, but are not limited to racism, sexism, classism, discrimination, homophobia, violence, media portrayals, and the influence of sport on youth, culture, and the economy. Course lectures/presentations will rely heavily on your interaction and participation. As discussion leaders, you will each choose relevant current events on which to present and facilitate class dialogue.

**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 the Canvas course site: <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 show up for class on time, having read all articles and come ready to discuss. Class discussions and assignments will be derived from all presentations, readings, case studies, projects, videos, and guest speakers. Please note that you will not be successful in this course if you do not come to class prepared to be an active participant.

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 within 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 6<sup>th</sup> 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 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. Students with disabilities should follow this procedure as early as possible in the semester.

### **Course Evaluation**

Students are expected to provide feedback on the quality of instruction in this course by completing [online evaluations](#). Evaluations are typically open during the last two or three weeks of the semester, but 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.

### **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. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### **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 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.

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## **PERFORMANCE EVALUATIONS**

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### **Participation**

Participation is a must. It is expected that you be an active student in class, voluntarily participating regularly and appropriately in discussions, as well as support peer learning. Additionally, you are expected to show respect towards other students and the instructor. Therefore, it is asked that you please consider the feelings, thoughts, beliefs, and values of others when you speak. You will be graded during each class session on a 10 point scale. You will not do well in this course if you do not participate. A grading rubric for class participation and discussion can be found on the Canvas course site. I will be available throughout the semester to discuss your individual participation and/or contribution(s) to the class. I encourage you to meet with me throughout the semester to discuss your participation grade.

### **Weekly Questions**

To facilitate interaction, assist in preparation for class, and stimulate personal examination of each topic, you will come to class having prepared thought-provoking questions based. You must provide at least two (2) questions per reading. Questions must be typed and submitted on Canvas by 11:59pm the Sunday before class. Failure to successfully submit your questions will negatively impact your participation grade. Questions will not be accepted late. Additionally, you are expected to come to each class prepared to provide a brief overview, along with talking points, of a current issue relevant to said week's topic. Presentation and discussion of your selected topic will factor into your participation grade.

### **Reflection Papers**

Due to time constraints and the sometimes-controversial nature of course material, you might not get the opportunity to speak or feel comfortable doing so. These 3-5 page (750-1250 words) reflection papers 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), presentations, 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.

### **Discussion Leader Presentations**

Each week, several of you (number dependent upon on size of class) will be assigned to be "discussion leaders". In this role, you will lead discussions for the second half of that week's class. Discussion leaders are expected to bring attention to current and relevant issues from outside sources (e.g., current issues, headline news, documentaries, editorials and commentaries) to add value to their presentations and class discussion. As a discussion leader you will be expected to provide at least two (2) feasible suggestions to rectify or minimize the negative aspects of the social issues discussed during their respective weeks. Each of you will begin discussion on your topic with a five-minute Ignite Talk (20 slides x 15 seconds each). More information on this presentation style can be found here: <http://www.ignitetalks.io/>. Students will make presentations and lead discussion at least twice (2) during the semester.

### **Life without Sports**

For your 5<sup>th</sup> reflection paper, you will be asked to abstain from sport and fandom activities for four (72 hours) days. 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. Prior to commencement of this assignment, you will be expected to make note all sport-related activities for three (3) days. During the four days of abstinence, 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

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### **Assessment Values:**

Weekly Topic	10 points
Discussion Leader (2 x 20)	40 points
Participation	50 points
<u>Reflection Papers (5 x 20)</u>	<u>100 points</u>
<b>Course Total</b>	<b>200 Points</b>

### **Grade Values:**

<u>Letter Grade</u>		<u>Total Points</u>		<u>Grade Points</u>
A	=	184 – 200	=	4.00
A-	=	180 – 183	=	3.67
B+	=	176 – 179	=	3.33
B	=	164 – 175	=	3.00
B-	=	160 – 163	=	2.67
C+	=	156 – 159	=	2.33
C	=	144 – 155	=	2.00
C-	=	140 – 143	=	1.67
D+	=	136 – 139	=	1.33
D	=	124 – 135	=	1.00
D-	=	120 – 123	=	0.67
E	=	< 119	=	0.00

\*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](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. 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**

The materials used in this course are copyrighted. The content presented is the property of UF and may not be duplicated in any format without permission from the College of Health and Human Performance and UF, and may not be used for any commercial purposes. Content includes but is not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted. Students violating this policy may be subject to disciplinary action under the UF Conduct Code.

*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.*

<b>SPM 5016 TENTATIVE COURSE SCHEDULE SPRING 2019</b>			
<b>Week</b>	<b>Date</b>	<b>Class Topic and/or Assignment(s)</b>	<b>Due Date</b>
1	January 8	Course Introduction and Syllabus Review	
2	January 15	Sociology of Sport: An Introduction	
3	January 22	An Examination of Whiteness, Positionality and You <b>Reflection Paper 1</b>	<b>Sunday, January 27</b>
4	January 29	Education and Sport: What are We Learning?	
5	February 5	Jeremy Foley (Former UF AD) & Dr. Mike Sagas (UF FAR) <b>Reflection Paper 2</b>	<b>Sunday, February 10</b>
6	February 12	Gender, Sexuality and Sport	
7	February 19	Race and Sport	
8	February 26	Diversity and Inclusion in Sport and Sport Organizations <b>Reflection Paper 3</b>	<b>Sunday, March 3</b>
9	March 5	<i>No Class - Spring Break</i>	
10	March 12	The Impact of Socioeconomic Status and Social Class on Sport and Sport Participation	
11	March 19	Youth Sport: What are We Teaching	
12	March 26	Deviance and Violence in Sport: Who (or What) is at Fault? <b>Reflection Paper 4</b>	<b>Sunday, March 31</b>
13	April 2	The Media and Sport: What Messages are They Sending?	
14	April 9	Sport at the Professional and International Levels: The Americanization of Sport?	
15	April 16	Changing Sport: Will We be Better off in the Future?	
16	April 23	Life Without Sports Discussion and Semester Wrap-Up <b>Reflection Paper 5 - Life Without Sports</b>	<b>Sunday, April 21</b>