

THEORIES IN SPORT MANAGEMENT
SPRING 2020

A. DESIGNATION:	Department and Number	SPM 5936
	Credits	3
	Day/Time	Thurs 9:35-12:35
	Location	FLG 225

B. COURSE DESCRIPTION:

This seminar introduces first and second year Ph.D. students to relevant theories surrounding key research areas in the sport management field. It exposes students to the key concepts of theory, the process of theory development, and the application/extension of theories in sport management, helping students to critically evaluate emergent research topics in sport management and develop theoretically based research models. The final conceptual paper is used by each student's supervisory committee to assess the readiness of the student for continued Ph.D. studies in Sport Management.

C. CONTACT INFO:	Dr. Christine Wegner, Ph.D.
	Florida Gym, Room 304
	Phone: 352-294-2821
	Email: christinewegner@ufl.edu
	Office Hours: Tues/Wed 9:00am – 10:00am or by appt.

D. COURSE OBJECTIVES

Upon completion of this course students are expected to successfully:

1. Identify and discuss relevant theoretical lines of inquiry within sport management
2. Explain and critique theories and concepts applied or developed in the sport management field
3. Examine and explore a theoretical lens in depth in order to utilize for future research within the sport management field

E. COURSE POLICIES

Absences

Students with prior knowledge of an excused absence must make arrangements to submit assignments prior to the designated due date. Documentation is required for an absence to be excused. Excused absences include, but are not limited to, personal illness, family illness or death, call to jury duty, religious holy days, and official University activity. Absences will be excused at instructor's discretion.

Academic Integrity

Any individual who becomes aware of an honor code violation is committed to take corrective action. Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <https://www.dso.ufl.edu/students.php>.

Academic integrity is about much more than preventing cheating. It is about ensuring that scholars are given credit for their ideas. As emerging scholars, it is imperative for PhD students in particular to understand how to give appropriate credit for work that has been done by others. Further, when you cite or give proper credit to the source of an idea, you also make it easy for the reader to see your original ideas within the text!

Students with Disabilities

Any student who feels she or he may need an accommodation based on the Impact of a disability should contact me privately to discuss your specific needs. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation when requesting accommodation. For more information, refer to:

Online: <http://www.dso.ufl.edu/drc>

Phone: (352) 392-8565 (V) or (800) 955-8771 (Relay)

Office: Reid Hall Room 001

This syllabus and other class materials are available in alternative formats upon request.

U Matter, We Care

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for 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 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.

Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <http://evaluations.ufl.edu>. 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 are available to students at <https://evaluations.ufl.edu/results>

F. EXPECTATIONS FOR CREATING AN EFFECTIVE LEARNING LAB

As with any doctoral seminar, you need to attend class regularly (and promptly), read the articles, and be prepared to discuss the articles in class. In weeks that you must write your own responses, you also need to be able to share your idea with others and engage in discussion and critique. But that's just the foundation. Our goal is to transform the classroom into a learning lab through interaction, engagement and participation. Participation reflects not only the presentation of your own ideas and insights, but also the degree to which you *listen* and thoughtfully build on your colleague's comments and ideas. It is expected everyone will be in class and ready to begin class on time, each class period. Phones will be expected to be turned off and stowed away and out of sight, so that we can give one another full attention and respect during discussions.

Moreover, another key goal of this course is to generate future research collaborations among the colleagues in the class, so offering ideas in a constructive, respectful and helpful way is critical towards creating a thriving intellectual climate within and outside of the classroom.

Effective class participation may include offering new and unique insights, clarifying issues and complexities, reframing and extending ideas in meaningful ways, and offering a perspective that helps the group integrate and synthesize readings, ideas, and topics. Debate and dialogue are part of the process, but always within the realm of respect and appreciation for the thoughts and feelings of others.

In order to create a true learning laboratory, we need to engage in processes involving mutual learning and discovery. There are no stupid questions (or answers). Every idea has merit and the capacity to create something bigger.

G. EVALUATION CRITERIA

Class preparation and contributions (25%):

1. First, I expect you to be an active and constructive participant during each session. This requires reading and often re-reading the assigned articles and chapters. In general, you should seek a firm understating of the purpose and logic for a given paper. More importantly, you should strive to reach beyond basic reactions to the readings and instead consider:

- What is good about this paper?
- What is the basic formulation of the theory (constructs and relationships among them), and what drives the theory? What are the theoretical foundations of the research?
- What assumptions do different perspectives make about people? About organizations? How tenable are the assumptions?
- What is the main contribution of this paper? What are the interesting ideas?
- What could have been improved in the paper?
- Do you believe the arguments (about the theory and the conclusions drawn from the data)? What would it take to convince you?
- What are the boundary conditions of the argument? In other words, for whom and under what

circumstances does the argument apply and not apply?

- What are the critical differences between this author's argument and others you have read? Can these differences be resolved through an empirical test? What would that study look like?

Overall, expect to spend long hours dissecting the assigned readings. Go over a reading until you are certain you understand its basic premises and arguments and are comfortable discussing them.

****It is expected that you will thoroughly read each paper, provide substantive discussion questions/comments in advance, and be prepared to discuss readings during each class period. If it becomes clear that students are not fulfilling their reading obligations, I reserve the right to institute mandatory weekly write-ups on assigned readings.****

2. Second, all students are responsible for serving as **discussion leader for one article every week**. Though you are expected to deeply reach every assigned article, each week you will each identify one article that you will read in greater depth and for which you will prepare detailed discussion notes/summaries.

During the first class, we will decide who will be the discussion leaders for subsequent weeks.

As the article discussion leader(s), you are responsible for coming up with 1) a comprehensive summary to share with your classmates, 2) a constructive critique of the article (strengths, areas for improvement), and 3) critical questions that struck you as you read the article.

As the article leader(s), you are responsible for getting the group to engage in a critically constructive dialogue of the issues, challenges and dilemmas raised in the readings. To start, the article leader will provide a summary about the key issues. From there, you can be creative in designing a session that will stimulate dialogue, interactions and perhaps the creation of knowledge. You may want to have the group craft integrative models or identify key gaps or debates in the literature. It is critical that you not only have an absolutely firm grasp of the reading that week, but also that you have given significant thought to the type of questions that engender integration, debate and dialogue. Some ideas include an assessment of the similarities and differences in the approaches, assumptions, methods and conclusions of the articles. How does this article build upon the others? What puzzles or complexities do they raise? What should be the next steps in research in this area? It's always a nice idea to try to ask questions that you don't know the answer to; this encourages mutual discovery rather than a "guess what I'm thinking" approach.

It is recommended that article leaders help the group make cross-topic connections between readings of the current session and past sessions. The integration of topics will enable us to see the big picture of how various topics relate. You might ask and look into whether there are unifying frameworks that will allow us to integrate topics. Is there a way to model relationships? What challenges arise when integrating across topics? What research has not been conducted, but should be that better integrates both within topic and across topics? Other questions???

****Article Leader Deliverables.** As article discussion leader, you need to provide the class with summaries of the required articles for your session. Summaries should include the complete title and

citation of the article, the core research question or issues addressed and the central objective of the article, and the significant theories, concepts, methods, results and conclusions of the article. Each article summary should be a concise one-page, single-spaced, typed document. The use of headings in your summary is helpful.

The summary will be uploaded to the Weekly Discussion Board on canvas the morning of class so that others can look at/print them out as they see fit.

Journal Review (20%)

Each student will pick one journal within the field of sport management to review. The journal can be a more generalist journal such as *Journal of Sport Management*, or may be a more specialist journal such as *Sport Marketing Quarterly*. However, the journal must have been in existence for at least five years. This review will consist of the journal's origins, along with the types of papers published in the journal generally, with particular emphasis on the last five years. Some questions you should consider: what percentage of the papers are empirical vs. conceptual? What epistemological perspectives are predominantly taken? What theories are predominant? Are there theories you would expect to see but don't? What kind of methodologies are being used? What trends do you see in terms of topic and perspectives?

In-Depth Article Critique (20%)

Each student will pick a single empirical paper from one of the sub-disciplines (Weeks 6-11) to critique in-depth. This assignment goes beyond the expectations of the weekly discussion leader. You will be expected to write and presented an in-depth analysis of a single paper from a specific topic, focusing on its theoretical presentation and application. You will be expected to draw upon what we have learned about theory and theory development in presenting your critique. **The due date of this paper/presentation will coincide with the topic under which the paper falls.**

Conceptual Paper (25%)

You will develop a paper that examines the origin and subsequent evolution of a theory, framework, concept, or construct currently being used in tourism and sport research. The paper should focus on both conceptual and operational considerations to help trace the historical development including modifications and current practice of your topic in a cluster of journals. For an example, read the following papers on the origins and development of theoretical concepts within sport management journals:

Beaton, A.A., Funk, D.C., Ridinger, L., & Jordan, J. (2011). Sport Involvement: A Conceptual and Empirical Analysis. *Sport Management Review*, 14, 126-140.

Lock, D., & Heere, B. (2017). Identity crisis: A theoretical analysis of 'team identification' research. *European Sport Management Quarterly*, 17(4), 413-435.

This paper should include the origins of the theory outside and within sport. It should include a deep examination of how the theory has been used in the sport management field, and the extent to which this is congruent or divergent with the theory in the parent discipline. Your paper

should also include a section on considerations for future research within the discipline. At a minimum, this paper should be of a quality that can be submitted to a national or international conference for consideration.

Research Presentation (10%)

You will present your research term paper to the class and facilitate a discussion of the topic. The purpose of the presentation is to provide an informative critique for the origin and development of your topic of interest. Presentations should be 10-15 minutes in length. SPM Faculty will be invited to final presentations.

Presentations will be critiqued and graded for content as well as for presentation style. This presentation should be reflective of a paper that, at the minimum, could be presented at a national or international conference.

H. COURSE OUTLINE

Introductions

Week 1: The Purpose of this Course

<https://www.theguardian.com/higher-education-network/2018/aug/09/a-phd-should-be-about-improving-society-not-chasing-academic-kudos>

<https://www.chronicle.com/article/Academe-as-the-Dystopian/247597>

What is Theory?

Week 2: Definitions

Corley, K. G., & Gioia, D. A. (2011). Building theory about theory building: what constitutes a theoretical contribution?. *Academy of management review*, 36(1), 12-32.

Sutton, R. I., & Staw, B. M. (1995). What theory is not. *Administrative science quarterly*, 371-384.

Van de Ven, A. H. (1989). Nothing is quite so practical as a good theory. *Academy of management Review*, 14(4), 486-489.

Alvesson, M., & Kärreman, D. (2007). Constructing mystery: Empirical matters in theory development. *Academy of management review*, 32(4), 1265-1281.

Brouthers, K. D., Mudambi, R., & Reeb, D. M. (2011). The blockbuster hypothesis: Influencing the boundaries of knowledge. *Scientometrics*, 90(3), 959-982.

Contextualizing Theory in Sport Management I: Who We Were

Week 3: Meet The Zeiglers

Zeigler, E. F. (1987). Sport management: Past, present, future. *Journal of sport management*, 1(1), 4-24.

Chelladurai, P. (1992). Sport management: Opportunities and obstacles. *Journal of sport management*, 6(3), 215-219.

Frisby, W. (2005). The good, the bad, and the ugly: Critical sport management research. *Journal of sport management*, 19(1), 1-12.

Chalip, L. (2006). Toward a distinctive sport management discipline. *Journal of sport management*, 20(1), 1-21.

Mahony, D. F. (2008). No one can whistle a symphony: Working together for sport management's future. *Journal of Sport Management*, 22(1), 1-10.

Doherty, A. (2013). "It takes a village:" Interdisciplinary research for sport management. *Journal of Sport Management*, 27(1), 1-10.

James, J. D. (2018). Not all doctoral programs are created equally. *Journal of Sport Management*, 32(1), 1-10.

Week 4: Critiques of the Field

Cunningham, G. B. (2013). Theory and theory development in sport management. *Sport management review*, 16(1), 1-4.

Zeigler, E. F. (2007). Sport management must show social concern as it develops tenable theory. *Journal of Sport Management*, 21(3), 297-318.

Singer, J. N. (2005). Addressing epistemological racism in sport management research. *Journal of Sport Management*, 19(4), 464-479.

Shaw, S., & Frisby, W. (2006). Can gender equity be more equitable?: Promoting an alternative frame for sport management research, education, and practice. *Journal of sport management*, 20(4), 483-509.

Newman, J. I. (2014). Sport without management. *Journal of Sport Management*, 28(6), 603-615.

Skinner, J., & Edwards, A. (2005). Inventive pathways: Fresh visions of sport management research. *Journal of Sport Management*, 19(4), 404-421.

Contextualizing Theory in Sport Management II: Who We Are

Week 5: Theoretical Perspectives and Contexts (Journal Presentations)

Chelladurai, P. (2013). A personal journey in theorizing in sport management. *Sport Management Review*, 16(1), 22-28.

Doherty, A. (2013). Investing in sport management: The value of good theory. *Sport Management Review*, 16(1), 5-11.

Week 6: Consumer Behavior

Funk, D. C., & James, J. (2001). The psychological continuum model: A conceptual framework for understanding an individual's psychological connection to sport. *Sport management review*, 4(2), 119-150.

Heere, B., & James, J. D. (2007). Stepping outside the lines: Developing a multi-dimensional team identity scale based on social identity theory. *Sport Management Review*, 10(1), 65-91.

Gibson, H. J. (1998). Sport tourism: a critical analysis of research. *Sport management review*, 1(1), 45-76.

Trail, G. T., & James, J. D. (2001). The motivation scale for sport consumption: Assessment of the scale's psychometric properties. *Journal of sport behavior*, 24(1).

Gibson, H. J., Kaplanidou, K., & Kang, S. J. (2012). Small-scale event sport tourism: A case study in sustainable tourism. *Sport management review*, 15(2), 160-170.

Week 7: Organizational Behavior

Peachey, J. W., Zhou, Y., Damon, Z. J., & Burton, L. J. (2015). Forty years of leadership research in sport management: A review, synthesis, and conceptual framework. *Journal of Sport Management*, 29(5), 570-587.

Shaw, S., & Hoerber, L. (2003). "A strong man is direct and a direct woman is a bitch": Gendered discourses and their influence on employment roles in sport organizations. *Journal of sport management*, 17(4), 347-375.

Stebbins, R. A. (1996). Volunteering: A serious leisure perspective. *Nonprofit and voluntary sector quarterly*, 25(2), 211-224.

Côté, J., & Gilbert, W. (2009). An integrative definition of coaching effectiveness and expertise. *International journal of sports science & coaching*, 4(3), 307-323.

Week 8: Organizational Theory

Washington, M., & Patterson, K. D. (2011). Hostile takeover or joint venture: Connections between institutional theory and sport management research. *Sport management review*, 14(1), 1-12.

Amis, J., Pant, N., & Slack, T. (1997). Achieving a sustainable competitive advantage: A resource-based view of sport sponsorship. *Journal of sport management*, 11(1), 80-96.

Doherty, A., Misener, K., & Cuskelly, G. (2014). Toward a multidimensional framework of capacity in community sport clubs. *Nonprofit and Voluntary Sector Quarterly*, 43(2_suppl), 124S-142S.

Godfrey, P. C. (2009). Corporate social responsibility in sport: An overview and key issues. *Journal of sport management*, 23(6), 698-716.

Week 9: Sport Sociology

Carrington, B. (2013). The critical sociology of race and sport: The first fifty years. *Annual Review of Sociology*, 39, 379-398.

Coakley, J. (1987). Sociology of sport in the United States. *International review for the sociology of sport*, 22(1), 63-79.

Edwards, H. (1979). Sport within the veil: The triumphs, tragedies and challenges of Afro-American involvement. *The Annals of the American Academy of Political and Social Science*, 445(1), 116-127.

Frey, J. H., & Eitzen, D. S. (1991). Sport and society. *Annual review of sociology*, 17(1), 503-522.

Week 10: Sport Economics

Rottenberg, S. (1956). The baseball players' labor market. *Journal of political economy*, 64(3), 242-258.

Neale, W. C. (1964). The peculiar economics of professional sports. *The quarterly journal of economics*, 78(1), 1-14.

Fort, R., & Quirk, J. (1995). Cross-subsidization, incentives, and outcomes in professional team sports leagues. *Journal of Economic literature*, 33(3), 1265-1299.

Szymanski, S. (2003). The economic design of sporting contests. *Journal of economic literature*, 41(4), 1137-1187.

Week 11: Sport Law

TBD

Contextualizing Theory in Sport Management III: Who We Will Be

Week 12: Where Should We Go from Here

Woratschek, H., Horbel, C., & Popp, B. (2014). The sport value framework—a new fundamental logic for analyses in sport management. *European Sport Management Quarterly*, 14(1), 6-24.

Yoshida, M. (2017). Consumer experience quality: A review and extension of the sport management literature. *Sport Management Review*, 20(5), 427-442.

Funk, D., Lock, D., Karg, A., & Pritchard, M. (2016). Sport consumer behavior research: Improving our game. *Journal of Sport Management*, 30(2), 113-116.

Peachey, J. W., Schulenkorf, N., & Hill, P. (2019). Sport-for-development: A comprehensive analysis of theoretical and conceptual advancements. *Sport Management Review*.

Week 13: E-Sports (A Case Study in Reimagining Sport Management)

Cunningham, G. B., Fairley, S., Ferkins, L., Kerwin, S., Lock, D., Shaw, S., & Wicker, P. (2018). eSport: Construct specifications and implications for sport management. *Sport Management Review*, 21(1), 1-6.

Funk, D. C., Pizzo, A. D., & Baker, B. J. (2018). eSport management: Embracing eSport education and research opportunities. *Sport Management Review*, 21(1), 7-13.

Heere, B. (2018). Embracing the sportification of society: Defining e-sports through a polymorphic view on sport. *Sport Management Review*, 21(1), 21-24.

Pizzo, A. D., Na, S., Baker, B. J., Lee, M. A., Kim, D., & Funk, D. C. (2018). eSport vs. Sport: A Comparison of Spectator Motives. *Sport Marketing Quarterly*, 27(2).

Week 14: Final Presentations

Exam Week: Final Papers Due

I. METHODS OF EVALUATION:

Assignment	Percentage	Points Earned
In-class contribution	25%	
Journal Review	20%	
In-depth Article Review	20%	
Conceptual Paper	25%	
Presentation	10%	
Total	100%	

Grading Standards

A = 100% - 93%

A- = 92% - 90%

B+ = 89% - 87%

B = 86% - 83%

B- = 82% - 80%

C+ = 79% - 77%

C = 76% - 73%

C- = 72% - 70%

D+ = 69% - 67%

D = 66% - 63%

D- = 62% - 60%

E = 59% and below (failing)

J. DATE OF SYLLABUS: January 1, 2020