

Sociology of Sport

SPM5016 | Class # 16777, 25237 | 3 Credits | Spring 2023

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COURSE INFO

INSTRUCTOR **George B. Cunningham, PhD**
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Preferred Method of Contact: Email

OFFICE HOURS Wednesday / Thursday: 10:00-11:00 via [Zoom](#)

MEETING TIME/LOCATION Access course through Canvas on UF e-Learning
(<https://elearning.ufl.edu/>) & the Canvas mobile app by Instructure

COURSE DESCRIPTION

Advanced principles and applications of social issues, within the sport industry. An in-depth look at how amateur and professional sport business enterprises reflect societal values and issues in the arena of sport.

PREREQUISITE KNOWLEDGE AND SKILLS

No prerequisite.

REQUIRED AND RECOMMENDED MATERIALS

All required readings will be posted on Canvas course page, available at <http://elearning.ufl.edu>.

COURSE FORMAT

The course is delivered completely in an online format. Lectures, readings, discussion forums, and course materials are all available on the Canvas course page. Students will also complete their assignments and participate in online discussions through the Canvas course page.

COURSE LEARNING OBJECTIVES:

After completing this course, students should be able to:

1. Define the sport sociology.
2. Summarize the major sociological theories and research approaches in sport sociology.
3. Evaluate the contribution (or lack thereof) of sport to health.
4. Explain the intersection between sport and broader societal issues.

5. Analyze the different ways sport is delivered in the US.
6. Assess how individual differences correspond with access to and experiences in sport.
7. Explain how sport can be used to create social change.

COURSE EXPECTATIONS

1. Watch the Introduction and Syllabus Review video.
2. Visit the course weekly and watch the video check-ins posted in the Announcements on Canvas.
3. Complete and submit all readings, assignments, and discussion boards on time (all times in Eastern).
4. Remain proactive with any personal circumstances that potentially interfere with your ability to meet a deadline. University guidelines pertaining to excused absences and late assignments are available [here](#).
5. Contact me within three (3) days of a deadline with any questions or concerns about your grade.
6. Contact me with other questions at g.cunningham@ufl.edu, or attend the Zoom office hours.

COURSE & UNIVERSITY POLICIES

ATTENDANCE POLICY

The course is delivered completely online so attendance is not a part of the final grade. As noted in the following sections, your preparation for the course and participation in the course activities, including assignments and discussions, will impact your grade.

PERSONAL CONDUCT POLICY

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 (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies several behaviors that are in violation of this code and the possible sanctions.

Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the instructor or TA in this class.

EXAM MAKE-UP POLICY

A student experiencing an illness should visit the UF Student Health Care Center or their preferred healthcare provider to seek medical advice and obtain documentation. If you have an illness, family emergency or death, please contact the Dean of Students Office (www.dso.ufl.edu) and follow the DSO Care Team procedures for documentation and submission of a request for make-up assignment (<https://care.dso.ufl.edu/instructor-notifications/>). The DSO will contact the instructor. Do not provide any documentation to the instructor regarding illness or family emergency. This is your personal and protected information. The DSO is qualified to receive and verify the documents you provide. The instructor will follow the recommendations from the DSO.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.”

ACCOMMODATING STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting their Get Started page at

<https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

GETTING HELP

HEALTH & WELLNESS

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 352-392-1575
- Sexual Assault Recovery Services (SARS) - Student Health Care Center, 392-1161
- University Police Department, 392-1111 (or 9-1-1 for emergencies) <http://www.police.ufl.edu/>

ACADEMIC RESOURCES

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/> On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

INCLUSION, DIVERSITY, EQUITY, AND ACCESSIBILITY RESOURCES

Inclusion is a UF core value, as we “celebrate differences in identities, thoughts, and abilities, and seek to provide equitable access to opportunity.” Freedom and Civility are also core values, as we “embrace the freedom to inquire and express ideas without condemnation, and to show respect for the right of others to do the same.”

We should all (instructor and students, alike) seek to uphold these core values in the course. Some of the topics we discuss will be challenging, and students will be asked to reflect on why they hold their particular views or positions. Part of the learning process involves growth and encountering new ideas and concepts. Thoughtful, critical thinkers use evidence to support their positions – not endorsing a view because they have always done so. Through the learning process, let us sustain the UF Core Values and embrace our differences while ensuring we have an equitable, inclusive learning environment.

For suggestions or concerns related to IDEA, please reach out to Dr. Christine Wegner, SPM IDEA Liaison, christinewegner@ufl.edu.

University of Florida Core Values

Inclusion: Celebrate differences in identities, thoughts, and abilities, and seek to provide equitable access to opportunity.

- Excellence is only possible by including people who bring diverse backgrounds and perspectives. Our growing diversity enhances discovery and innovation. It is reliant on freedom and civility. It enriches the UF community. It is rooted in stewardship. It is the connective tissue for all of our Core Values.

Freedom and Civility: Embrace the freedom to inquire and express ideas without condemnation, and to show respect for the right of others to do the same.

- We are a community that affirms and embraces openness to an inclusive range of viewpoints. An open-minded culture is the foundation of freedom of expression and affirms our commitment to academic freedom, which is rooted in mutual respect of others. We encourage curiosity in research, scholarship and exploration, and we create the conditions where inquiry can flourish. We should guard others' right to express themselves as unequivocally as we expect that right for ourselves.

GRADING

Student grades will be based on a combination of quizzes, leading a discussion on a topic, participation in online discussions, a comprehensive presentation, and peer feedback on two presentations.

Evaluation Components (number of each)	Points Per Component	Approximate % of Total Grade
Readings Reviews (6)	10 pts each = 60 pts	60 / 260 = 23.2%
Discussion Leader (1)	50 pts each = 50 pts	50 / 260 = 19.2%
Discussion Boards (6)	15 pts each = 90 pts	90 / 260 = 34.6%
Reflection Papers (3)	10 pts each = 30	30 / 260 = 11.5%
Sociology and the Management of Sport (1)	30 pts each = 30 pts	30 / 260 = 11.5%

Readings Reviews: Readings Reviews are designed to prepare you for the discussion, ensure you are completing the readings, and encourage your critical reflection on the topic. They focus on the “additional readings” assigned for each module. Each readings review should contain (1) a summary of the readings, and (2) your key takeaways from the content. The Readings Review should be no more than 500 words and must be submitted by 11:59 pm on the date assigned in the Course Schedule.

Discussion Boards: Students will participate in six (6) discussion boards during the semester. Each module discussion board will include sub-boards (e.g., for Module 1: 1A, 1B, and so on), and the number of students in the class will determine the number of sub-boards. Students can choose any three (3) sub-boards in which to participate. The discussion will center around the Discussion Leader Presentation posted by the leader that week. In responding to the posts, students should adhere to the UF Core Values of Inclusion and Freedom & Civility, as previously outlined. All discussion boards will follow this protocol:

Task 1

- Choose any three (3) sub-boards to respond to, each of which will contain questions or prompts to respond to.
- Post an initial response to the question or prompt in each of the three (3) sub-boards.
- Initial responses should be posted by 11:59 pm on the date identified in the Course Schedule.

Task 2

- Post a response to any two (2) of your peers’ initial posts for each of the three (3) sub-boards.
- Please attempt to post your first response no later than Friday at 11:59 pm.
- All posts are due by Sunday at 11:59 pm of the same week.
 - The early response will facilitate the discussion and prevent everyone from logging on Sunday to make both posts.

Students will receive full credit for posts that are (1) thoughtful and articulate, (2) completed on time, and (3) represent a critical evaluation of your classmates’ posts.

Discussion Leader: Students will be assigned to lead the discussion for one of the modules in the class. I will serve as the discussion leader for Module 1. Students will be graded on their presentation and their ability to facilitate a critical analysis of the topic. The responsibility includes:

Task 1

- Submit a five-minute presentation where you present on a social issue relevant to the module topic. The presentation should include (1) background information on the issue, (2) an argument for or against the current benefits and/or drawbacks of the issue, and (3) discussion of how to improve the outcomes. Discussion Leaders should record their presentation using Voice Thread and then send me (via email) the presentation's embed code by 11:59 pm on the first Sunday of their respective module. I will then post the presentation to your module discussion sub-board.

Task 2

- Facilitate an online discussion around your presentation – an activity that takes place during the second half of your respective module. Discussion Leaders should visit their sub-boards daily, make multiple postings to facilitate discussion, respond to classmates' postings, and encourage critical analysis.

Reflection Papers: Some of the material covered in the class is controversial, and students might not feel comfortable sharing a particular perspective on the Discussion Board. Thus, students will complete three (3) reflection papers that afford them the opportunity to share their thoughts, reactions, and perspectives on any topic of the class. The focus may include a classmate's posting, readings, or personal experiences with the topic. The paper should not exceed 500 words, and I will be the only one who reads it. The Reflection Papers be submitted by 11:59 pm on the dates assigned in the Course Schedule.

Sociology and the Management of Sport* – The purpose of this assignment is to apply what is learned through the class to the management of sport. The management of sport is considered broadly, and includes issues related to management, marketing, and governance. To complete the assignment, students should first choose one of the broad themes covered in the course (i.e., one of the six modules) and identify how the sociological issues covered in that theme will influence the management of sport. Students should (1) review the topic, including the readings covered in the module; (2) identify the specific area of sport management that is impacted; (3) review additional scholarship in that area of sport management, noting what researchers have found; and (4) based on that information, note how these issues will influence how they, as sport managers, will deliver sport. Thus, the assignment gives students the opportunity to reflect on what they have learned in the class and how it will impact their work in sport. Based on this information, students should record a presentation that is 7-10 minutes in duration using Voice Thread. The assignment should be submitted in Canvas by 11:59 pm on the due date in the Course Schedule.

***Graduate Final Exam Requirement**

The successful completion of the Sociology and the Management of Sport 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 the Sociology and the Management of Sport, the student must earn a minimum of 24 points (80%) on the assignment. A failure to meet the minimum of 24 points (80%) will require the student to redo the assignment, handing it into the instructor by the stated deadline, which will be before the end of the semester. However, the resubmission grade will not count towards the course but will count towards the successful completion of that Graduate Final Exam portion. A failure to successfully resubmit the Sociology and the Management of Sport 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 the Sociology and the Management of Sport, then no further action is necessary.

RUBRICS

Reading Review (10)

Element	Description and Point Value		
	Poor	Acceptable	Very Good
Summary of the Additional Readings	0 points	2 points	4 points
Key Take-Aways from the Additional Readings	0 points	2 points	4 points
Grammar and Punctuation	0 points	1 point	2 points

Discussion Boards (15)

Element	On Time		Thoughtful / Articulate		Critical Evaluation	
	No	Yes	No	Yes	No	Yes
Sub-Board Post #1	0 points	1 point	0 points	1 point	0 points	1 point
Sub-Board Post #2	0 points	1 point	0 points	1 point	0 points	1 point
Sub-Board Post #3	0 points	1 point	0 points	1 point	0 points	1 point
Response #1	0 points	1 point	0 points	1 point	0 points	1 point
Response #2	0 points	1 point	0 points	1 point	0 points	1 point

Discussion Leader (50)

Element	Description and Point Value		
	Poor	Acceptable	Very Good
Presentation: Background Information	2 points	6 points	10 points
Presentation: Arguments For and Against	2 points	6 points	10 points
Presentation: Improve the Outcomes	2 points	6 points	10 points
Discussion Board: Facilitate Conversation	2 points	6 points	10 points
Discussion Board: Responses	2 points	6 points	10 points

Reflection Papers (10)

Element	Description and Point Value		
	Poor	Acceptable	Very Good
Summary of the Topic	0 points	2 points	4 points
Thoughts, Reactions, and Perspectives	0 points	2 points	4 points
Grammar and Punctuation	0 points	1 point	2 points

Sociology and the Management of Sport (30)

Element	Description and Point Value		
	Poor	Acceptable	Very Good
Topic Review	2 points	4 points	6 points
Area of Sport Management Impacted	0 points	2 points	4 points
Review of Scholarship	2 points	6 points	10 points
Impact on Sport Delivery	2 points	4 points	6 points
Presentation Quality	0 points	2 points	4 points

GRADING SCALE

Grades will be posted in Canvas. Under normal circumstances, each assignment will be graded within one week. More detailed information regarding current UF grading policies can be found here:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>. Any requests for additional extra credit or special exceptions to these grading policies will be interpreted as an honor code violation (i.e., asking for preferential treatment) and will be handled accordingly.

Letter Grade	Points Needed to Earn Each Letter Grade	Percent of Total Points Associated with Each Letter Grade	GPA Impact of Each Letter Grade
A	≥ 241	93.00-100.00%	4.0
A-	234 - 240	90.00-92.99%	3.67
B+	226 - 233	87.00-89.99%	3.33
B	215 - 232	83.00-86.99%	3.0
B-	208 - 214	80.00-82.99%	2.67
C+	200 - 207	77.00-79.99%	2.33
C	189 - 199	73.00-76.99%	2.0
C-	182 - 188	70.00-72.99%	1.67
D+	174 - 181	67.00-69.99%	1.33
D	163 - 173	63.00-66.99%	1.0
D-	156 - 162	60.00-62.99%	0.67
E	≤ 155	0.00-59.99%	0

WEEKLY COURSE SCHEDULE

(January 9 – January 15)

COURSE ORIENTATION & OVERVIEW

Videos:

- Course Overview and Syllabus Review

Readings:

- No readings this week.

Assignments:

Sunday, January 15, 11:59 pm

Course and Syllabus Quiz & Student Intro Assignment

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MODULE 1 (January 16 – January 29)

OVERVIEW OF THE SOCIOLOGY OF SPORT

Videos:

- Foundations
- Sociological Theory and Research

Readings:

- **Lecture Based on the Following**
 - Cunningham, G. B., & Welty Peachey, J. (2019). Foundations of the sociology of sport and physical activity. In G. B. Cunningham & M. A. Dixon (Eds.), *Sociology of sport and physical activity* (3rd ed., pp. 1-12). College Station, TX: Center for Sport Management Research and Education.
- **Lecture Based on the Following**
 - Cunningham, G. B. (2019). Sociological theory and research. In G. B. Cunningham & M. A. Dixon (Eds.), *Sociology of sport and physical activity* (3rd ed., pp. 13-27). College Station, TX: Center for Sport Management Research and Education.
- **Additional Readings**
 - Coakley, J. (2021). Sociology of Sport: Growth, Diversification, and Marginalization, 1981–2021, *Kinesiology Review*, 10(3), 292-300.
 - Chalip, L. (2015). Assessing the sociology of sport: On theory relevance and action research. *International Review for the Sociology of Sport*, 50(4–5), 397–401.
 - Pringle, R., & Falcous, M. (2018). Transformative research and epistemological hierarchies: Ruminating on how the sociology of the sport field could make more of a difference. *International Review for the Sociology of Sport*, 53(3), 261–277.

Assignments:

Sunday, January 22, 11:59 pm	Module 1 Readings Reviews
Sunday, January 22, 11:59 pm	Discussion Leader Presentations
Wednesday, January 25, 11:59 pm	Opening Statements to selected Discussion Sub-boards
Sunday, January 29, 11:59 pm	Responses to classmates in Discussion Sub-boards
Sunday, January 29, 11:59 pm	Reaction Paper #1

(Continued on following page)

MODULE 2 (January 30 – February 12)
SPORT AND HEALTH

Video:

- Sport and Health

Readings:

- **Lecture Based on the Following**
 - Edwards, M. B., & Casper, J. M. (2019). Sport and health. In G. B. Cunningham & M. A. Dixon (Eds.), *Sociology of sport and physical activity* (3rd ed., pp. 41-60). College Station, TX: Center for Sport Management Research and Education.
- **Additional Readings**
 - Eime, R. M., Young, J. A., Harvey, J. T., Charity, M. J., & Payne, W. R. (2013). A systematic review of the psychological and social benefits of participation in sport for children and adolescents: Informing development of a conceptual model of health through sport. *International Journal of Behavioral Nutrition and Physical Activity*, 10(1), 1-21.
 - Mansfield, L., Kay, T., Meads, C., Grigsby-Duffy, L., Lane, J., John, A., ... & Victor, C. (2018). Sport and dance interventions for healthy young people (15–24 years) to promote subjective well-being: a systematic review. *BMJ Open*, 8(7), e020959.
 - Misener, L. & Misener, K. E. (2016) Examining the integration of sport and health promotion: partnership or paradox? *International Journal of Sport Policy and Politics*, 8(4), 695-712.
 - Kanters, M. A., Bocarro, J. N., Edwards, M. B., Casper, J. M., & Floyd, M. F. (2013). School sport participation under two school sport policies: comparisons by race/ethnicity, gender, and socioeconomic status. *Annals of Behavioral Medicine*, 45(suppl_1), S113-S121.

Assignments:

Sunday, February 5, 11:59 pm	Module 2 Readings Reviews
Sunday, February 5, 11:59 pm	Discussion Leader Presentations
Wednesday, February 8, 11:59 pm	Opening Statements to selected Discussion Sub-boards
Sunday, February 12, 11:59 pm	Responses to classmates in Discussion Sub-boards

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MODULE 3 (February 13 – February 26)

SPORT AND SOCIETY

Video:

- Sport and the Economy
- Sport, Physical Activity, and the Environment

Readings:

- **Lecture Based on the Following:**
 - Sparvero, E., & Dixon, M. A. (2019). Sport and the economy. In G. B. Cunningham & M. A. Dixon (Eds.), *Sociology of sport and physical activity* (3rd ed., pp. 61-74). College Station, TX: Center for Sport Management Research and Education.
- **Lecture Based on the Following:**
 - McCullough, B. P. (2019). Sport, physical activity, and the environment. In G. B. Cunningham & M. A. Dixon (Eds.), *Sociology of sport and physical activity* (3rd ed., pp. 87-102). College Station, TX: Center for Sport Management Research and Education.
- **Additional Readings:**
 - Kalman-Lamb, N. (2019). Athletic labor and social reproduction. *Journal of Sport and Social Issues*, 43(6), 515-530.
 - Law, G., Bloyce, D., & Waddington, I. (2021). Sporting celebrity and conspicuous consumption: A case study of professional footballers in England. *International Review for the Sociology of Sport*, 56(7), 923-942.
 - Orr, M., Inoue, Y., Seymour, R., & Dingle, G. (2022). Impacts of climate change on organized sport: A scoping review. *Wiley Interdisciplinary Reviews: Climate Change*, e760.
 - Cunningham, G., McCullough, B. P., & Hohensee, S. (2020). Physical activity and climate change attitudes. *Climatic Change*, 159(1), 61-74.

Assignments:

Sunday, February 19, 11:59 pm	Module 3 Readings Reviews
Sunday, February 19, 11:59 pm	Discussion Leader Presentations
Wednesday, February 22, 11:59 pm	Opening Statements to selected Discussion Sub-boards
Sunday, February 26, 11:59 pm	Responses to classmates in Discussion Sub-boards
Sunday, February 26, 11:59 pm	Reaction Paper #2

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MODULE 4 (February 27 – March 12)

DELIVERY OF SPORT

Video:

- Youth Sport
- College Athletics

Readings:

- **Lecture Based on the Following**
 - Dixon, M. A., Burden, T., Newhouse-Bailey, M., & Anderson, A. J. (2019). Youth sport. In G. B. Cunningham & M. A. Dixon (Eds.), *Sociology of sport and physical activity* (pp. 145-159). College Station, TX: Center for Sport Management Research and Education.
- **Lecture Based on the Following**
 - Nite, C. (2019). Intercollegiate sport. In G. B. Cunningham & M. A. Dixon (Eds.), *Sociology of sport and physical activity* (pp. 161-172). College Station, TX: Center for Sport Management Research and Education.
- **Additional Readings**
 - Pfeiffer, K. A., & Wierenga, M. J. (2019). Promoting physical activity through youth sport. *Kinesiology Review*, 8(3), 204-210.
 - Howie, E. K., Guagliano, J. M., Milton, K., Vella, S. A., Gomersall, S. R., Kolbe-Alexander, T. L., ... & Pate, R. R. (2020). Ten research priorities related to youth sport, physical activity, and health. *Journal of Physical Activity and Health*, 17(9), 920-929.
 - Wendling, E., Kellison, T. B., & Sagas, M. (2018). A conceptual examination of college athletes' role conflict through the lens of conservation of resources theory. *Quest*, 70(1), 28-47.
 - Kunkel, T., Baker, B. J., Baker III, T. A., & Doyle, J. P. (2021). There is no nil in NIL: Examining the social media value of student-athletes' names, images, and likeness. *Sport Management Review*, 24(5), 839-861.

Assignments:

Sunday, March 5, 11:59 pm	Module 4 Readings Reviews
Sunday, March 5, 11:59 pm	Discussion Leader Presentations
Wednesday, March 8, 11:59 pm	Opening Statements to selected Discussion Sub-boards
Sunday, March 12, 11:59 pm	Responses to classmates in Discussion Sub-boards
Sunday, March 12, 11:59 pm	Mid-Course Survey (Not graded)

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MODULE 5 (March 13 – March 26)

SPORT, ACCESS, AND OPPORTUNITY

Videos:

- Sport and Race
- Sport and Gender
- Sport and Social Class

Readings:

- **Lecture Based on the Following:**
 - Bopp, T., & Vadeboncoeur, J. D. (2019). Race and ethnicity in American sport. In G. B. Cunningham & M. A. Dixon (Eds.), *Sociology of sport and physical activity* (pp. 173-188). College Station, TX: Center for Sport Management Research and Education.
- **Lecture Based on the Following:**
 - Sartore-Baldwin, M. L. (2019). Gender issues in sport and physical activity. In G. B. Cunningham & M. A. Dixon (Eds.), *Sociology of sport and physical activity* (3rd ed., pp. 189-202). College Station, TX: Center for Sport Management Research and Education.
- **Lecture Based on the Following:**
 - Cunningham, G. B. (2019). Social class and sport. In G. B. Cunningham & M. A. Dixon (Eds.), *Sociology of sport and physical activity* (3rd ed., pp. 29-40). College Station, TX: Center for Sport Management Research and Education.
- **Additional Readings:**
 - Evans, A. B., & Pfister, G. U. (2021). Women in sports leadership: A systematic narrative review. *International Review for the Sociology of Sport*, 56(3), 317–342.
 - Spaaij, R. (2009). Sport as a vehicle for social mobility and regulation of disadvantaged urban youth: Lessons from Rotterdam. *International Review for the Sociology of Sport*, 44(2-3), 247-264.
 - Singer, J. N. (2008). Benefits and detriments of African American male athletes' participation in a big-time college football program. *International Review for the Sociology of Sport*, 43(4), 399-408.

Assignments:

Sunday, March 19, 11:59 pm	Module 5 Readings Reviews
Sunday, March 19, 11:59 pm	Discussion Leader Presentations
Wednesday, March 22, 11:59 pm	Opening Statements to selected Discussion Sub-boards
Sunday, March 26, 11:59 pm	Responses to classmates in Discussion Sub-boards
Sunday, March 26, 11:59 pm	Reaction Paper #3

(Continued on following page)

MODULE 6 (March 27 – April 9)

SPORT AND COMMUNITY

Video:

- Sport and Community
- Sport for Social Change and Development

Readings

- **Lecture Based on the Following:**
 - Warner, S. (2019). The role of sport in creating community. In G. B. Cunningham & M. A. Dixon (Eds.), *Sociology of sport and physical activity* (3rd ed., pp. 133-143). College Station, TX: Center for Sport Management Research and Education.
- **Lecture Based on the Following:**
 - Cohen, A., & Welty Peachey, J. (2019). Sport for social change and development. In G. B. Cunningham & M. A. Dixon (Eds.), *Sociology of sport and physical activity* (3rd ed., pp. 103-116). College Station, TX: Center for Sport Management Research and Education.
- **Additional Readings**
 - Darnell, S. C., Chawansky, M., Marchesseault, D., Holmes, M., & Hayhurst, L. (2018). The State of Play: Critical sociological insights into recent 'Sport for Development and Peace' research. *International Review for the Sociology of Sport*, 53(2), 133–151.
 - Jones, G. J., Edwards, M. B., Bocarro, J. N., Svensson, P. G., & Misener, K. (2020). A community capacity building approach to sport-based youth development. *Sport Management Review*, 23(4), 563-575.
 - Anderson, A., Dixon, M. A., Oshiro, K. F., Wicker, P., Cunningham, G. B., & Heere, B. (2019). Managerial perceptions of factors affecting the design and delivery of sport for health programs for refugee populations. *Sport Management Review*, 22(1), 80-95.
 - Haslett, D., Choi, I., & Smith, B. (2020). Para athlete activism: A qualitative examination of disability activism through Paralympic sport in Ireland. *Psychology of Sport and Exercise*, 47, 101639.

Assignments:

Sunday, April 2, 11:59 pm

Sunday, April 2, 11:59 pm

Wednesday, April 5, 11:59 pm

Sunday, April 9, 11:59 pm

Module 6 Readings Reviews

Discussion Leader Presentations

Opening Statements to selected Discussion Sub-boards

Responses to classmates in Discussion Sub-boards

(Continued on following page)

SOCIOLOGY AND THE MANAGEMENT OF SPORT

Presentation Due on Sunday, April 23, 11:59 pm

(End of Course Schedule)