

Sport and Society
SPM 3012
3 Credit Hours
UF Flex Learning

Instructor Information:

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Course Website: <http://elearning.ufl.edu/>

Required Materials/Textbook:

- Woods, R. (2016). *Social Issues in Sport*. Champaign, IL: Human Kinetics. (Third Edition)
- Farrey, T. (2008). *Game on: The All-American race to make champions of our children*. New York: ESPN Books.
- Other readings will be posted on the course website

Course Description:

This course examines the societal implications of sport in history and heritage, youth programs, collegiate and professional situations and the involvement of minority groups, women, business, and industry in sport.

Writing Requirement:

The University of Florida requires all students to complete a writing requirement.

This course contributes 6,000 words towards the UF Writing Requirement. For more information on the Writing Requirement, please visit <http://gened.aa.ufl.edu/writing-requirement.aspx>.

Purpose of the Course:

Sport and Society is designed to acquaint the student with the principles and applications of social issues within the sport industry. The course will use sociological research and critical thinking to investigate the links between the major issues facing sport organizations today.

Specifically, we will assess the intersection of race and sports, gender and sports, and media and sports; as well as the issues plaguing youth, college and professional sports in American society.

Course Objectives:

By the end of this course, students will be able to:

- Think critically and articulate how sport impacts society, as well as how society impacts sport
- Articulate and explain the major sociological issues associated with gender, social class, race, and media in sport
- Describe the business of sport from a sociological perspective
- Describe how competition and the professional commercial model of sport impact the youth sport system
- Gain an enlightened understanding of the relationship between society and sport
- Provide clear solutions that sport managers can use to improve the issues challenging sports in contemporary society

Course Format:

This is an online course, and all class sessions (including discussion sessions) will be delivered through E-Learning. The course is organized around seven modules. Three progressive units comprise each module as follows:

1. Key Concept Lectures, Readings, and Quizzes
2. Discussion Questions
3. Discussion Boards

Key Concept Lectures, Readings, and Quizzes

Key concepts for each module will be presented through very brief lectures at the beginning of each module. Each lecture will provide an overview of the most central ideas and debates associated with specific concepts covered in the readings of the module. The primary purpose of the lecture is to set the stage for high order thinking regarding the materials and concepts presented through the course readings. A quiz covering the readings for each module will be administered prior to discussions.

Discussion Questions

Discussion questions are intended to weave key concepts presented in the lectures and readings into an integrated whole in order to further develop an understanding of the phenomena in sport. A description of the discussion questions will be available through a link on the module page, as well as on the “Assignments” page. Responses to the discussion questions will be submitted through E-Learning as written responses. Students should carefully review the DQ grading rubric, which details the number of points assigned to each question and identifies the basis of grading.

Discussion Boards

Discussion boards are intended to support students' critical thinking on contemporary issues in sports, and to provide students with alternative perspectives on key concepts presented in the lectures and readings. A description of the discussion boards will be available through a link on the module page, as well as on the "Discussions" page. Successful completion of a discussion board requires three (3) thoughtful and developed posts to *EACH* of the boards posed in the module (some modules will require 12-15 posts total). The three (3) posts to each discussion board will consist of an initial response to the question posed, and subsequently two (2) thoughtful and developed responses to other students' posts.

To successfully complete the discussion questions and fully participate in the discussion boards, students are required to do the following:

- 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

In summary, each module will include several tasks:

1. **View** the key concepts lecture
2. **Read** the assigned readings
3. **Take** the module quiz
4. **Prepare** written responses to the discussion questions (responses will be submitted through E-Learning)
5. **Review** the discussion boards that have been created
6. **Post** your own responses, and **respond** to other students on the discussion boards

****Students must complete each of the above tasks for each module before subsequent modules will be made available to them.***

Final Assignment:

Students will submit a final assignment in which they will develop and provide solutions for the most pressing sociological issues in sport. A description of The *Reforming Sport* paper will be available through a link on the course home page, as well as on the "Assignments" page. The *Reforming Sport* paper will reflect the students' analysis and integration of the course readings and discussions.

Reforming Sport: "10 Ways to Dramatically Improve Sports in American Society."

Students will identify the 10 most pressing social issues challenging the sports industry in the United States. For each of the issues, students will be tasked with using specific facts presented in the course readings, as well as personal observations, to demonstrate **why** the issue they identify is indeed a problem in today's sport landscape. Students must also include a specific **solution** to fix the problem and **why the recommendation will cure** this ill in society. Students must reference at least 3 sources per issue identified in their responses.

**The paper requires a minimum of 2,000 words of text (approximately 6-8 double spaced pages).*

Grading & Point Distribution:

Lecture and Readings Quizzes (20 points each X 7 modules)	140 pts
Discussion Question Assignments (40 points each X 7 modules)	280 pts
Discussion Boards (20 points each X 7 boards)	140 pts
Reforming Sport Paper (90 points)	90 pts

Total Possible Points

650 pts

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

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 that might 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 at <http://www.dso.ufl.edu/students.php>.

University Policy on Accommodating Students with Disabilities:

Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). 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.

Attendance and Make Up Policy:

Requirements for class attendance and 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>.

Getting Help:

For issues with technical difficulties for E-learning, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please visit

<http://www.distance.ufl.edu/student-complaints> to submit a complaint.

Course Outline:

Module	Progression	Description of Assignments
Module 1	Task 1	Watch the Introduction lecture Watch the Module 1 Key Concepts lecture Read the assigned readings
	Task 2	Take Module 1 quiz
	Task 3	Submit your written responses to the discussion questions assignment via the <i>Assignments</i> link on the E-Learning site
	Task 4	Participate in the discussion boards: 1 initial response to EACH question and 2 responses to other students' posts PER QUESTION

Module 2	Task 1	Watch the Module 2 Key Concepts lecture Read the assigned readings
	Task 2	Take Module 2 quiz
	Task 3	Submit your written responses to the discussion questions assignment via the <i>Assignments</i> link on the E-Learning site
	Task 4	Participate in the discussion boards: 1 initial response to EACH question and 2 responses to other students' posts PER QUESTION

Module 3	Task 1	Watch the Module 3 Key Concept lecture Read the assigned readings
	Task 2	Take Module 3 quiz
	Task 3	Submit your written responses to the discussion questions assignment via the <i>Assignments</i> link on the E-Learning site
	Task 4	Participate in the discussion boards: 1 initial response to EACH question and 2 responses to other students' posts PER QUESTION

Module	Progression	Description of Assignments
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Module 4	Task 1	Watch the Module 4 Key Concept lecture Read the assigned readings
	Task 2	Take Module 4 quiz
	Task 3	Submit your written responses to the discussion questions assignment via the <i>Assignments</i> link on the E-Learning site
	Task 4	Participate in the discussion boards: 1 initial response to EACH question and 2 responses to other students' posts PER QUESTION

Module 5	Task 1	Watch the Module 5 Key Concept lecture Read the assigned readings
	Task 2	Take Module 5 quiz

	Task 3	Submit your written responses to the discussion questions assignment via the <i>Assignments</i> link on the E-Learning site
	Task 4	Participate in the discussion boards: 1 initial response to EACH question and 2 responses to other students' posts PER QUESTION

Module 6	Task 1	Watch the Module 6 Key Concept lecture Read the assigned readings
	Task 2	Take Module 6 quiz
	Task 3	Submit your written responses to the discussion questions assignment via the <i>Assignments</i> link on the E-Learning site
	Task 4	Participate in the discussion boards: 1 initial response to EACH question and 2 responses to other students' posts PER QUESTION

Module 7	Task 1	Watch the Module 7 Key Concept lecture Read the assigned readings
	Task 2	Take Module 7 quiz
	Task 3	Submit your written responses to the discussion questions assignment via the <i>Assignments</i> link on the E-Learning site
	Task 4	Participate in the discussion boards: 1 initial response to EACH question and 2 responses to other students' posts PER QUESTION

Final Assignment		Submit <i>Reforming Sport</i> paper
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Assigned Readings:

Module 1: Sport in Society and Social Class

- Woods, Chapter 1: What is Sport and Why Do We Study It?
- Woods, Chapter 14: Social Class and Sport
- Farrey, Introduction Chapter
- Eitzen, Chapter 10: The Path to Success? Myth or Reality

Module 2: Social Inequalities in Sports – Race and Ethnicity

- Woods, Chapter 12 Race: Ethnicity, and Sport
- King, C, Staurowsky, E., Baca, L., Davis, L., & Peweardy, C. (2002). Of polls and race prejudice: Sport Illustrated's errant Indian Wars. *Journal of Sport & Social Issues*, 26, 381-402.

- Cunningham, G.B.(2010). Understanding the under-representation of African American coaches: A multilevel perspective. *Sport Management Review*, 13, 395-406

Module 3: Social Inequalities in Sports – Gender

- Woods, Chapter 13: Women and Sport
- Staurowsky, E., & Weight, E.A. (2011). Title IX Literacy: What coaches don't know and need to find out. *Journal of Intercollegiate Sport*, 4, 190-209.
- Cunningham, G.B., & Sagas, M. (2008). Gender and sex diversity in sport organizations: Introduction to a special issue. *Sex Roles*, 58, 3-9.
- Title IX Basics (PDF document)

Module 4: Social Issues in Youth Sports

- Woods, Chapter 6: Youth Sport
- Farrey, Age 1 – 4
- Farrey, Age 8 – 10
- Sagas, M. (2013). What does the science say about athletic development in children? Research Brief of The Aspen Institute's Project Play Roundtable.
www.aspeninstitute.org/sites/default/files/content/docs/events/Athletic%20Development%20in%20Children%20Research%20Brief%20-Aspen%20Inst_0.pdf

Module 5: Social Issues in Interscholastic, College, and Professional Sports

- Woods, Chapter 8: Interscholastic and Intercollegiate Sport
- Woods, Chapter 4: Business of Sport
- Woods, Chapter 20: Deviance in Sport
- Farrey, Age 6 and Age 7
- Farrey, Age 11
- Farrey, Age 13

Module 6: Sport and the Media and Globalization of Sport

- Woods, Chapter 5: Media and Sport
- Woods, Chapter 9: International Sport
- Walton, T. (2001). The Sprewell/Charlesimo episode: Unacceptable violence or unacceptable victim? *Sociology of Sport Journal*, 18, 345-357.
- Miller, T., Rowe, D., McKay, J., & Lawrence, G. (2003). The over-production of US sports and the new International Division of Cultural Labor. *International Review for the Sociology of Sport*, 38, 427-440.

Module 7: Future Trends and Reforming Sport

- Woods, Chapter 21: Future Trends in Sports
- Farrey, Epilogue
- Benford, R. (2007). The college sports reform movement: Reframing the “Edutainment” industry. *The Sociological Quarterly*, 48, 1-28.
- How to Fix College Sports: A Debate About What's Wrong with the NCAA: The Atlantic
<http://www.theatlantic.com/debates/college-sports/> o Chapter 1, 2, 3 Posting (Read at least 10 of the short postings listed on this site from at least 3 different authors)

ONLINE COURSE EVALUATION: Students are expected to provide feedback on the quality of instruction in this course by completing online in Canvas at the midpoint in the semester and near the end of the semester. Links can be found after module 12 and 23.

DISABILITY ACCOMMODATIONS:

The Disability Resource Center in the Dean of Students Office provides students and faculty with information and support regarding accommodations for students with disabilities. Staff at the Disability Resource Center will assist any student who registers as having a disability. Official documentation of a disability is required to determine eligibility for appropriate accommodations. The professional employees at the Disability Resource Center serve as full-time advocates for students with disabilities ensuring students have physical and programmatic access to all college programs. One of the services provided by the Disability Resource Center includes:

- Testing Accommodations
Please click on this link for further information:
<https://www.dso.ufl.edu/drc/students/accommodations/testing-accommodations>

Here is the link to register with the DRC: <https://www.dso.ufl.edu/drc/>

The Flexible Learning Office needs to be notified of any special accommodations required by the student when they begin their course by emailing the Accommodations Letter to lessons@dce.ufl.edu .

COURSE DEADLINE AND EXTENSION POLICY:

Students are allowed *16 weeks, from their date of enrollment*, to complete and submit their coursework. If the student has not submitted at least 50% of their coursework and have an extenuating circumstance preventing them from submitting the coursework, a failing grade of “E”, “E0” or “E1” will be issued and recorded to the UF Registrar.

If the student has made sufficient academic progress, which is defined as completing and submitting at least 50% of the coursework and have an extenuating circumstance, the student may petition the instructor for a course extension before the course expires. Each course extension request will be administratively evaluated. Instructors are not required to allow extensions. If a student does receive an extension, an incomplete grade of an “I” will be assigned as an interim grade. When the course is completed, the instructor will initiate the change of grade. After that, the “I” grade will be changed to the student’s final course grade on their transcript.

COURSE CANCELS and COURSE DROPS:

A Course Cancel:

A tuition refund may be granted after a student submits a written request within 30 days of enrollment to the Flexible Learning Office. This request must be in writing by learn@dce.ufl.edu or sent by fax, 352-392-6950. Refunds will be the amount of tuition, less

\$25.00 per course. If a credit card was used, the refund will be credited a back to the card. No refunds are granted after 30 days. **No refunds are granted after 30 days.**

A Course Drop:

To drop a course, you need to email the Flexible Learning office at learn@dce.ufl.edu with a request to drop within 14 weeks of the date of enrollment. In addition to their own request by email, UF students must have advisor approval to drop a flexible learning course. An advisor can email learn@dce.ufl.edu with the student's name, the course that they want to drop, and confirmation of permission to do so. It is the student's responsibility to verify that all drop requests have been received by the Flexible Learning office within the allotted time. The course grade will appear as "W" on a UF transcript.

Students with disabilities who need to drop a course due to disability-related reasons are permitted to petition for additional drops. Find more information by contacting the Disability Resource Center.

UF students must have an Academic Advisor or Department Chair approval to drop their Flexible Learning course.

Full Term Withdrawals:

All full-term withdrawals must follow University of Florida policies/ procedures. An approved withdrawal form must be submitted to the [Dean of Student's Office](#) for review and final approval. Students must also notify the Flexible Learning of this request by [email](#).

It is the responsibility of the student to notify Flexible Learning of their approved medical or retroactive withdrawal so the students' record is updated. [Email](#) to our office a copy of the approval.

Medical Withdrawals:

[Here is the link to start the Medical Withdrawal Process:](#)

Retroactive Withdrawals:

[Here is the link for retroactive withdrawal information:](#)

UF OFFICIAL TRANSCRIPTS:

Flexible Learning *advises* that you review your "unofficial transcript" first to ensure your grade(s) is/are posted, prior to ordering the "official transcript".

Two ways to order a transcript:

1. [Order UF Official Transcripts here!](#)
2. If you are unable to order your official transcript online, please contact the [UF Office of the University Registrar](#). In addition on more information on mailing in a

transcript request form by remitting a check or money order. [Official Transcripts FAQs](#).

3. The Registrar's Office hours are Monday-Friday, 8:00 a.m. to 5:00 p.m. and their phone number is 352-392-1374. Persons with hearing impairments can call FRS # 1-800-955-8771 (TDD).

UF Flexible Learning Contact Information:

Email: learn@dce.ufl.edu
Phone: (352) 392-1711
Toll free: (800) 327-4218
Fax: (352) 392-6950
Website: [UF Flexible Learning](#)

Office Hours:

Monday-Friday, except Holidays
8:00am-5:00pm EST

Disclaimer: *This syllabus represents the tentative plans and objectives for the course. As we go through the semester, plans may need to change to enhance a class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.*