

## **SPM 3012 Social Issues in Sport**

3 Credit Hours / 6,000 Words

College of Health and Human Performance

Department of Sport Management

UF Flexible Learning

### **Instructor Information:**

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### **Office of Distance Learning:**

Email: [learn@dce.ufl.edu](mailto:learn@dce.ufl.edu)

Phone: (352) 294-6300

<https://flexible.dce.ufl.edu/>

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

### **Required Materials/ Textbook**

- Eitzen, D.S. (2016). *Fair and Foul: Beyond the Myths and Paradoxes of Sport*. Lanham, MD: Rowman and Littlefield. (6<sup>th</sup> Edition)
- Holstein, J.A., Jones, R.S., and Koonce, G.E. (2015). *Is There Life After Football: Surviving the NFL*. New York: New York University Press.
- Other content (readings and video links) are be posted on the course website

### **Course Description:**

Societal implications of sport in history and heritage, youth programs, the organization of collegiate and professional sport, and the effects of class, race, and gender identities on access for and treatment of athletes and leaders in the sport industry.

### **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://undergrad.ua.ufl.edu/general-education/gen-ed-courses/structure-of-wr-courses/writing-requirement-syllabus-policy/>

### **Purpose of the Course:**

Social Issues in Sport 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 many of the major issues facing sports organizations today. Specifically, we will assess the intersection of race and sports, gender and sports, the treatment and behavior of athletes in sport, as well as the major social issues facing 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 sports impact society as well as how society impacts sports
- Articulate and explain the major sociological issues associated with gender, social class, race, media, and sports
- Describe the business of youth, college, and professional sports from a sociological perspective
- Describe how competition and the professional commercial model of sport have an impact on the youth and college sport system
- Gain an enlightened understanding of the relationship between society and sports
- Provide clear solutions that sport leaders can use to improve many issues challenging sports in contemporary society

### **Course Format**

This course is an online course and all class sessions (including discussion sessions) will be delivered through E-Learning. The course is organized around five modules. Each content unit is organized around:

1. Videos and Readings
2. Unit Discussion Boards
3. Unit Discussion Questions (for words)

There are Module Quizzes after Module 2 and Module 5.

#### ***Videos and Readings***

Key concepts and issues for the topics in each module are presented through unit videos and readings. The videos presented in each module include short lectures, short documentaries and news reports, or full-length documentary films. The video presentations will provide an overview of the most central ideas and debates associated with specific concepts covered in the unit readings. The primary purpose of the video presentations is to set the stage for high-order thinking on the materials and concepts presented through the unit readings. The unit readings operate as the resources for the central concepts in the unit.

#### ***Canvas Discussion Boards***

Discussion boards are used to weave key concepts presented in the unit videos and readings into an integrated whole to further develop an understanding of the phenomenon in sport. Each board will present questions and/or further information to consider and progress as a dialogue between small groups of students. Students will also

generate course content in the discussion boards, through researching and presenting media around the unit topic.

### ***Module Discussion Questions Essays***

Discussion questions for each unit will ask students to submit a series of essays (graded for writing and content) on the topics covered in the unit. Minimum word counts toward the writing requirement are assigned for each question to guide students when preparing their responses. \*These papers are your submissions toward fulfilling the UF 6000 words requirement.

### ***Module Quizzes***

Quizzes covering the key concepts in the units will be given at the conclusion of Module 2 and the conclusion of Module 5. Each of the graded quizzes are timed (60 minutes) and consist of 24 questions each (T/F and multiple-choice formats). The Practice Quiz in Module 1 (Introduction) is not graded but is offered to allow students to assess the types of questions they will encounter in the quizzes after modules 2 and 4. The Practice Quiz will consist of five questions and provide students an opportunity to experience the quiz environment in the class and ensure their installation of the lockdown browser.

### **Sequential Progression through the Course**

Topics, assignment sets, and modules are sequential and cannot be accessed if preceding units have not been completed. To progress through the course, students are required to complete each unit in order:

- Read the assigned readings and watch the assigned videos prior to accessing the Discussion Boards for the topic
- Post and provide replies to each unit Discussion Board prior to responding to the unit Discussion Questions Essay assignment
- Complete each unit assignments prior to accessing the corresponding Module Quizzes

In summary, each module will include four units:

1. **Watch** the assigned videos
2. **Read** the assigned readings
3. **Participate** in the unit Discussion Boards
4. **Prepare and submit** written responses to the unit Discussion Questions Essays
5. **Take** the course quizzes after Module 2 and Module 5

### **Grading & Point Distribution**

|   |         |
|---|---------|
| Video and Readings Quizzes (60 points each X 2 Quizzes)                   | 120 pts |
| Unit Discussion Boards (10 points each X 16 boards – two boards per unit) | 160 pts |
| Reforming Sport Discussion Board (15 points each X 2 boards)              | 30 pts  |
| Discussion Questions Essays (X 8 papers)                                  | 300 pts |
| ■ Module 1 Introduction to Social Issues in Sport DQ Essay: 30 pts        |         |
| ■ Module 2 Class in Sport DQ Essay: 50 pts                                |         |

- Module 2 Race in Sport DQ Essay: 50 pts
- Module 2 Gender, Sexuality, and Identity in Sport DQ Essay: 50 pts
- Module 3 Athlete Health and Safety DQ Essay: 30 pts
- Module 4 Youth Sport DQ Essay: 30 pts
- Module 4 College Sport DQ Essay: 30 pts
- Module 4 Professional Sport DQ Essay: 30 pts

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**Total Possible Points**

**610 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  | = | 70-76.9%      |
| D+ | = | 67-69.9%      |
| D  | = | 60-66.9%      |
| E  | = | 59.9 or lower |

**\*In order to fulfill the UF Writing requirement (6000 words), you must earn a 70% or above.**

### **Writing Requirement**

This section of SPM 3012 qualifies for 6,000 words toward the UF Writing Requirement (formerly Gordon Rule). More information can be found at

<https://catalog.ufl.edu/UGRD/student-responsibilities/writing-requirement/>

### **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/) (<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 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/) (<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](https://disability.ufl.edu/) 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>.

### **Getting Help**

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

- (352) 392-HELP - select option 2
- <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](#)

## SPM3012: Social Issues in Sport Course Outline

| Module 1: Introduction to Social Issues in Sport     |             |  |
|--|-------------|--|
| Unit   | Progression | Description of Assignments   |
| 1: Introduction                                      | 1           | Watch the Introduction unit videos<br>Read the Introduction unit readings  |
|  | 2           | Participate in the Course Introduction Discussion Boards   |
|  | 3           | Prepare written responses and submit Module 1 Discussion Questions Essay assignment (600 words)                  |
| Practice Quiz  | 4           | Take Module 1 Practice Quiz  |
| Module 2: Is Sport Played on a Level Playing Field?  |             |  |
| Unit   | Progression | Description of Assignments   |
| 2: Class in Sport                                    | 1           | Watch the Class in Sport videos<br>Read the Class in Sports readings   |
|  | 2           | Participate in the Class in Sport Discussion Boards  |
|  | 3           | Prepare written responses and submit Class in Sport Discussion Questions Essay assignment (1200 words)           |
| 2: Race in Sport                                     | 4           | Watch the Race in Sport videos<br>Read the Race in Sport readings  |
|  | 5           | Participate in the Race in Sport Discussion Boards   |
|  | 6           | Prepare written responses and submit Race in Sport Discussion Questions Essay assignment (1200 words)            |
| 2: Gender, Sexuality, and Identity in Sport          | 7           | Watch the Gender in Sport videos<br>Read the Gender in Sports readings   |
|  | 8           | Participate in the Gender in Sport Discussion Boards   |
|  | 9           | Prepare written responses and submit Gender in Sport Discussion Questions Essay assignment (1200 words)          |
| Quiz   | 10          | Take Module 1/2 Quiz   |
| Module 3: Athlete Health and Safety                  |             |  |
| Unit   | Progression | Description of Assignments   |
| 3: Athlete Health and Safety                         | 1           | Watch the Athlete Health and Safety videos<br>Read the Athlete Health and Safety readings                        |
|  | 2           | Participate in the Athlete Health and Safety in Sports Discussion Boards   |
|  | 3           | Prepare written responses and submit Athlete Health and Safety Discussion Questions Essay assignment (600 words) |
| Module 4: Social Issues in the Institutions of Sport |             |  |
| Unit   | Progression | Description of Assignments   |

|                                  |                    |   |
|----------------------------------|--------------------|---|
| 4: Youth Sport                   | 1                  | Watch the Youth Sport videos<br>Read the Youth Sport readings   |
|                                  | 2                  | Participate in the Youth Sport Discussion Boards  |
|                                  | 3                  | Prepare written responses and submit Youth Sport Discussion Questions Essay assignment (600 words)        |
| 4: College Sport                 | 4                  | Watch the College Sport videos<br>Read the College Sport readings   |
|                                  | 5                  | Participate in the College Sport Discussion Boards  |
|                                  | 6                  | Prepare written responses and submit College Sport Discussion Questions Essay assignment (600 words)      |
| 4: Professional Sport            | 7                  | Watch the Professional Sport videos<br>Read the Professional Sport readings                               |
|                                  | 8                  | Participate in the Professional Sport Discussion Boards   |
|                                  | 9                  | Prepare written responses and submit Professional Sport Discussion Questions Essay assignment (600 words) |
| <b>Module 5: Reforming Sport</b> |                    |   |
| <b>Unit</b>                      | <b>Progression</b> | <b>Description of Assignments</b>   |
| 5: Reforming Sport               | 1                  | Watch the Reforming Sport videos<br>Read the Reforming Sport readings                                     |
|                                  | 2                  | Participate in the Reforming Sport Discussion Boards  |
| Quiz                             | 3                  | Take Module 3/4/5 Quiz  |

# SPM3012: Social Issues in Sport

## Readings and Videos by Module

### Module 1

#### Introduction to Social Issues in Sport Unit

##### **Intro to Social Issues in Sport Readings**

- Eitzen, Chapter 1: The Duality of Sport
- Eitzen, Chapter 2: Sport Unites, Sport Divides

##### **Intro to Social Issues in Sport Videos**

- Lecture: Course Introduction and Syllabus
- [TED Talk: Are athletes really getting faster, better, and stronger?](#)

### Module 2

#### Class in Sport Unit

##### **Class in Sport Readings**

- Eitzen, Chapter 8: Class Inequities. (*pp. 148—149 only*)
- Eitzen, Chapter 11: Sports as a Path to Success?
- Holstein, Jones, and Koonce (2015), Chapter 5: All that Dough: Where Did it Go?
- [Spaaij, R., Farquharson, K., & Marjoribanks, T. \(2015\). Sport and social inequalities. \*Sociology Compass\*, 9\(5\), 400-411. \(\*pp. 406-407 only\*\)](#)

##### **Class in Sport Videos**

- [Project Play: Harlem](#)
- [The Price of Youth Sports \(Full Segment\) | Real Sports w/ Bryant Gumbel | HBO](#)

#### Race in Sport Unit

##### **Race in Sport Readings**

- Eitzen, Chapter 3: Names, Logos, Mascots, and Flags
- Eitzen, Chapter 8: Are Sports Played on a Level Playing Field? (*pp. 141-148 only*)
- [Spaaij, R., Farquharson, K., & Marjoribanks, T. \(2015\). Sport and social inequalities. \*Sociology Compass\*, 9\(5\), 400-411. \(\*pp. 402-404 only\*\)](#)
- [Kareem Abdul Jabbar: what sports have taught me about race in America](#)

### **Race in Sport Videos**

- [Undeclared: 'Dear Black Athlete' examines issues of race and sports in this moment of protest](#)
- [Howard Bryant: "The Heritage" and the Politics of Race, Sports, and Patriotism](#)

## Gender, Sexuality, and Identity in Sport Unit

### **Gender, Sexuality, and Identity in Sport Readings**

- 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. (pp. 483-492 only)
- [Spaaij, R., Farquharson, K., & Marjoribanks, T. \(2015\). Sport and social inequalities. \*Sociology Compass\*, 9\(5\), 400-411. \(pp. 400-402 only\)](#)
- Staurowsky, E. (2011). Title IX Literacy: What Every Citizen Should Know about Title IX, Gender Equity, and College Sport. (pp. 107-123).
- [Yenor, Scott. \(2016\). A Sporting Difference: On Men's and Women's Athletics.](#)

### **Gender, Sexuality, and Identity in Sport Videos**

- [Nine for IX: Branded](#)
- [Title IX: Let em Play](#)
- [Where Are All the Women Coaches?](#)

## Module 3

### Athlete Health and Safety Unit

#### **Athlete Health and Safety Readings**

- Eitzen, Chapter 5: Sport is Healthy; Sport is Destructive
- Holstein, Jones, and Koonce (2015), Chapter 4: A Lifetime of Hurt
- [Is the US finally taking sexual abuse in sports seriously?](#)

#### **Athlete Health and Safety Videos**

- [League of Denial](#)
- [I Was the Fastest Girl in America, Until I Joined Nike | NYT Opinion](#)

## Module 4

### Youth Sport Unit

### **Youth Sport Readings**

- Eitzen, Chapter 6: The Organization of Youth Sports
- [Aspen Institute Research Brief: What does the science say about athletic development in children?](#)
- [Aspen institute State of Play: Sport Participation Rates Among Underserved American Youth](#)

### **Youth Sport Videos**

- [State of Play: Trophy Kids](#)
- [TED Talk: Why girls and boys should play sports together?](#)

## College Sport Unit

### **College Sport readings**

- Eitzen, Chapter 10: Big-Time College Sport
- Holstein, Jones, and Koonce (2015), Chapter 1: Pursuing the Dream
- [Knight Commission proposes principles to guide new name, image, and likeness rules for college athletes](#)

### **College Sport Videos**

- [Black Female Coaches | A Players' Tribune Roundtable | The Players' Tribune](#)
- [The Business of Amateurs](#)

## Professional Sport Unit

### **Professional Sport Readings**

- Eitzen, Chapter 12: Professional Sports
- Holstein, Jones, and Koonce (2015), Chapter 7: Playing Without a Playbook
- Holstein, Jones, and Koonce (2015), Chapter 8: Trials of Transition

### **Professional Sport Videos**

- [Why Hosting The Super Bowl Isn't Worth It](#)
- [Netflix: The Playbook. Doc Rivers: A Coach's Rules for Life](#)

## Module 5

### Reforming Sport Unit

### **Reforming Sport Reading**

- Eitzen, Chapter 14: Changing Sport

## **Reforming Sports Videos**

- [Knight Commission: What D-I Leaders Think: New Survey Findings about Reform](#)
- Middlebury Center for Social Entrepreneurship: [Introduction to Sport for Development and Peace](#)

## **Flexible Learning Policies**

### **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](mailto:lessons@dce.ufl.edu).**

### **Extension Policy:**

Students are allowed 16 weeks from their date of enrollment to complete and submit their coursework.

If the student has made sufficient academic progress, which is defined as completing and submitting at least 50% of the coursework and has an extenuating circumstance, the student may petition the Flexible Learning Office for a course extension before the course expires. Please email [learn@dce.ufl.edu](mailto:learn@dce.ufl.edu) with your extension request.

If the student has not submitted at least 50% of their coursework, or the extension is denied, a failing grade of “E”, “E0” or “E1” will be issued and recorded to the UF Registrar.

### **Course Cancels and Course Drops:**

#### **A Course Cancel:**

Course cancellations must be completed in ONE.UF within 10 days of enrollment. No refunds are granted after 10 days. It is the student's responsibility to verify that all cancellation requests have been received by the Flexible Learning office within the allotted time.

To cancel a course sign on to ONE.UF, select “Register/View Schedule” in the Courses & Registration section. Then select the course(s) you wish to cancel and submit.

#### **Course Drop:**

To drop a course, you will need to complete your request in ONE.UF within 14 weeks of the date of enrollment. 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.

To drop a course, sign on to ONE.UF, select “Register/View Schedule” in the Courses & Registration section. Then select the course(s) you wish to drop, include reason, and submit.

\*UF Undergraduate Students Only-Once you have done this, you must notify your Academic Advisor that you have submitted a drop request

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](#).

### **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 [learn@dce.ufl.edu](mailto:learn@dce.ufl.edu).

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:** [Medical Withdrawal Process](#)
- **Retroactive Withdrawals:** [Retroactive Withdrawal Process](#)

**UF Transcripts:**

1. 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.
2. 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:   | <a href="mailto:learn@dce.ufl.edu">learn@dce.ufl.edu</a> |
| Phone:   | (352) 294-6300   |
| Website: | <a href="#">UF Flexible Learning</a>                     |

**Office Hours:**

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