

Sport and Society

SPM 3012

Flex Learning

3 Credit Hours/6,000 Words

Instructor Information:

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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. (6th Edition)
- Holstein, J.A., Jones, R.S., and Koonce, G.E. (2016). *Is There Life After Football: Surviving the NFL*. New York: New York University Press.
- Other readings will be posted on the course website

Course Description:

Societal implications of sport in history and heritage, youth programs, collegiate and professional situations and the involvement of minority groups, women, business and 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.aa.ufl.edu/general-education/gen-ed-courses/structure-of-wr-courses/writing-requirement-syllabus-policy/>

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 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. Four progressive units make up each module as follows:

1. Videos and Readings
2. Canvas Discussion Boards
3. Module Quizzes
4. Module Discussion Questions

Videos and Readings

Key concepts and issues for the topics in each module are presented through several 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 module 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 course readings.

Canvas Discussion Boards

Discussion boards are intended to support critical thinking on contemporary issues in sports, and to provide students with alternative perspectives on key concepts presented in the videos and readings.

- Canvas Discussion Boards: Discussion Boards for each topic are available through links on each topic page, and on the “Discussions” page. Instructions for the discussion boards can be found on the *Discussion Boards Instructions* page.

Module Quizzes

A quiz covering the readings and the key concepts presented in the three major modules (Modules 2, 3, and 4) will be given at the conclusion of the video presentations and discussion boards. Each of the graded quizzes are proctored, timed (30 minutes), and consist of 20 questions (T/F and multiple-choice formats). The Module 1 quiz is not graded but is offered to allow students to assess the types of questions they will encounter in future module quizzes. This practice quiz will consist of just five questions and provide students an opportunity to experience the quiz environment in the class (i.e., the types of questions that they might encounter in future quizzes).

Proctored quizzes are proctored by ProctorFree.

Module Discussion Questions

Discussion questions for each module consist of a series of essays (graded for writing and content) on the topics covered throughout the module. Minimum word counts toward the writing requirement are assigned for each question to guide students when preparing their responses.

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 the Discussion Boards for each topic prior to accessing the module quiz
- Complete the module quiz prior to accessing the module Discussion Questions assignment
- Submit the Module Discussion Questions assignment prior to accessing the subsequent module

In summary, each module will include four units:

1. **Watch** the assigned videos
2. **Read** the assigned readings
3. **Participate** in the Discussion Boards on each topic/unit
 - a. **Post** your own responses and **interact** with other students on the discussion boards
4. **Take** the module quiz
5. **Prepare and submit** written responses to the Module Discussion Questions

Grading & Point Distribution

Video and Readings Quizzes (40 points each X 3 modules)	120 pts
Canvas Discussion Boards (20 points each X 9 boards)	180 pts
Module Discussion Questions	280 pts
<i>Module 1 –30 points Module 2 - 80 points Module 3 - 60 points</i>	

Module 4 - 80 points Module 5 - 30 points

Total Possible Points

580 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, 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 at <https://sccr.dso.ufl.edu/students/student-conduct-code/>.

University Policy on Accommodating Students with Disabilities: Students requesting accommodation for disabilities must first register with the Dean of Students Office (<https://drc.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.

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 @ UF, please contact the UF Help Desk at:

- (352) 392-HELP - select option 2

- <http://helpdesk.ufl.edu/>
- helpdesk@ufl.edu

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

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

Course Outline

Module	Progression	Description of Assignments
1	1	Watch the Introduction Lecture Read the Assigned Readings
	2	Participate in the Course Introduction Discussion Board
	3	Take Module 1 Practice Quiz (5 questions - 10 minutes)
	4	Prepare written responses and submit Module 1 Discussion Questions assignment
Module	Progression	Description of Assignments
2	1	Watch the Race in Sports Videos Read the Race in Sports Readings
	2	Participate in the Race in Sports Discussion Board
	3	Watch the Gender in Sports Videos Read the Gender in Sports Readings
	4	Participate in the Gender in Sports Discussion Board
	5	Watch the Class in Sports Video Read the Class in Sports Readings
	6	Participate in the Class in Sports Discussion Board
	7	Take Module 2 Quiz (20 questions- 30 minutes)
	8	Prepare written responses and submit Module 2 Discussion Questions assignment
Module	Progression	Description of Assignments
3	1	Watch the Deviance in Sports Videos Read the Deviance in Sports Readings
	2	Participate in the Deviance in Sports Discussion Board
	3	Watch the Athlete Health and Safety Videos Read the Athlete Health and Safety Readings
	4	Participate in the Athlete Health and Safety in Sports Discussion Board
	5	Take Module 3 Quiz (20 questions - 30 minutes)
	6	Prepare written responses and submit Module 3 Discussion Questions assignment
Module	Progression	Description of Assignments
4	1	Watch the Youth Sports Videos Read the Youth Sports Readings
	2	Participate in the Youth Sports Discussion Board
	3	Watch the College Sports Video Read the College Sports Readings
	4	Participate in the College Sports Discussion Board

	5	Watch the Professional Sports Videos Read the Professional Sports Readings
	6	Participate in the Pro Sports Discussion Board
	7	Take Module 4 Quiz (20 questions - 30 minutes)
	8	Prepare written responses and submit Module 4 Discussion Questions assignment
Module	Progression	Description of Assignments
5	1	Read the Reforming Sports Readings
	2	Prepare written responses and submit Module 4 Discussion Questions assignment

Videos and Readings by Module:

Module 1: Introduction to Sport in Society

- **Intro to Sports in Society Readings**
 - Eitzen, Chapter 1: The Duality of Sport
 - Eitzen, Chapter 2: Sport Unites, Sport Divides
 - Cunningham & Welty-Peachy (2015). Chapter 1: Foundations of the Sociology of Sport and Physical Activity. *Pages 1 – 8 only.* (PDF ON COURSE WEBSITE)
- **Intro to Sports in Society Videos**
 - Lecture: Course Introduction and Syllabus

Module 2: Is Sport Played on a Level Playing Field?

- **Race in Sports Readings**
 - Eitzen, Chapter 3: Names, Logos, Mascots, and Flags
 - Eitzen, Chapter 8: Are Sport Played on a Level Playing Field? *Pages 141 – 148 only.*
 - Spaaij, Farquharson, and Majoribanks (2015). Sport and Social Inequalities: Race. *Pages 402 – 404 only.* (PDF ON COURSE WEBSITE)
 - Cunningham, G. B. (2015). Diversity in Sport Organizations: Chapter 4 Race. *Pages 67 – 89.* (PDF ON COURSE WEBSITE)
- **Race in Sports Videos**
 - Beautiful Game Turned Ugly: Racism in Europe's Soccer Arenas (10:19)
 - Jeremy Lin Says Racist Taunts More Common In College Than NBA (1 min)
 - Racism Toward LeBron James Highlights Larger Problem (6:53)
 - Understanding the Harm: The Nationwide Movement to Eliminate Native American Mascots (31:03)
- **Gender in Sports Readings**
 - Stauroskey, E. (2011). Title IX Literacy: What Every Citizen Should Know about Title IX, Gender Equity, and College Sport. *Pages 107 – 123.* (PDF ON COURSE WEBSITE)
 - Spaaij, Farquharson, and Majoribanks (2015). Sport and Social Inequalities: Gender. *Pages 400 – 402 only.* (PDF ON COURSE WEBSITE)
 - Shaw, S. & Frisby, W. (2006). Can Gender Equity be More Equitable?, *Journal of Sport Management*, 20, 483 – 509. (PDF ON COURSE WEBSITE)
- **Gender in Sports Videos**

- Nine for IX: Branded (ESPN Films; 52:01)
- Title IX: Let em Play (BTN; 27:07)
- **Class in Sports Readings**
 - Eitzen Chapter 8- Class Inequities, *Pages 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, Farquharson, and Majoribanks (2015). Sport and Social Inequalities: Social Mobility. *Pages 406-407 only.* (PDF ON COURSE WEBSITE)
 - Chaplin, K. Social Class in Sport, *Pages 353 – 358 only.* (PDF ON COURSE WEBSITE)
- **Class in Sports Videos**
 - Is America Dreaming?: Understanding Social Mobility (Brookings Institution; 3:40)
 - Hoop Dreams

Module 3: The Treatment and Behavior of Athletes in Sports

- **Deviance in Sports Readings**
 - Eitzen, Chapter 4- Sport is Fair, Sport is Foul
- **Deviance in Sports Videos**
 - Doped: The Dirty Side of Sports (60 minutes)
 - Domestic Violence and Sports (ESPN OTL; 31:02)
 - Baylor University Accused of Ignoring Sex Assault (ESPN OTL; 13:01)
 - Baylor Lawsuit (1 min)
- **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
- **Athlete Health and Safety Videos**
 - League of Denial (1 hr 53 min)

Module 4: Social Issues in the Institutions of Sport

- **Youth Sports Readings**
 - Eitzen, Chapter 6: The Organization of Youth Sports
- **Youth Sports Videos**
 - Friday Night Tykes (Season 1, Ep 3; 52 min).
 - Overuse of Young Athletes (CBS Sports; 17:12)

- At All Costs (1 hr 40 min)
- **College Sports Readings**
 - Eitzen, Chapter 10: Big-Time College Sport
 - Holstein, Jones, and Koonce (2015)- Chapter 1- Pursuing the Dream
- **College Sports Videos**
 - The Business of Amateurs (89 min)
- **Professional Sports Readings**
 - Eitzen, Chapter 12: Professional Sports
 - Eitzen, Chapter 13: Globalization of Sports
 - Holstein, Jones, and Koonce (2015)- Chapter 7: Playing Without a Playbook
 - Holstein, Jones, and Koonce (2015)- Chapter 8: Trials of Transition
- **Professional Sports Videos**
 - Education Crisis in DR Baseball (Vice Sports; 8:51)

Module 5: Reforming Sports

- **Reforming Sports Readings**
 - Eitzen, Chapter 14: Changing Sport
 - Clotfelter, C.T. (2011). Big-Time Sports in American Universities, Chapter 9: Prospects for Reform