

**Fall2022**  
**RUTGERS UNIVERSITY**  
**Department of Kinesiology & Health**  
**SPORT SOCIOLOGY**  
**01:955:305:01; 3 Credits**

**Latisha Forster Scott, PhD**  
[latisha.scott@rutgers.edu](mailto:latisha.scott@rutgers.edu)  
**Room 114 Loree Building**  
**848-932-7086**

**Office Hours:** Mondays 12-2 (in-person, online, by appointment) and Wednesdays 12-1 (online and by appointment).

**Course Information:** Asynchronous learning format via CANVAS:<https://canvas.rutgers.edu/>. This course operates on Eastern Standard Time (EST). Standard computer audio/record is needed.

*The Department of Kinesiology and Health supports an inclusive learning environment wherein diversity and authenticity are valued. We are committed to creating a culture of equality that respects the diverse voices of our students, faculty and staff. We will continuously strive to create a curriculum and academic environment to reflect the community we serve, and drive innovation, social responsibility and excellence. Our diversity in thought, skill, and academic discipline is a resource and strength, which stands to benefit the whole and positively contribute to University and global reach.*

#### **PURPOSE**

This course is designed to analyze important and controversial issues in American society within the context of sport and its practices. This course satisfies a requirement for Sport Management majors and an elective for Exercise Science majors.

#### **COURSE PHILOSOPHY**

The ongoing growth of sport, its factions, and an increasingly multicultural society requires thoughtful inquiry to understand the complex social issues surrounding sport. By examining social issues in sport from a perspective that also critically examines matters related to diversity, students will gain a broader understanding of how sociological issues impact sport and vice versa. Students will explore their own beliefs and ideas related to diversity and the practice of sport in order to deepen their understanding of the role each has on influencing American society.

#### **SPECIFIC OBJECTIVES OF COURSE**

1. To identify and provide examples of how issues of diversity impact sport; some of these issues include race/ethnicity, culture, gender, religion, class, and disability.
2. To explore personal attitudes and beliefs as they relate to diversity in sport through the use of large and small group discussions, and written work.
3. To review the historical factors involved in the development of sport in American society.
4. To identify the broad cultural parameters of sport as a sociological phenomenon.
5. To describe the evolution of attitudes toward sport participation and achievement in sport.

6. To identify and evaluate positive and negative practices in sport and implications for the direction of sport in the future of American society. This includes violence and drug use in sport.

### **CONTENT AND SCOPE OF COURSE**

1. An examination of sport, different levels of sport, sport organization, and sport practices.
2. An examination of diversity, diversity management, and the effects of living and working in a diverse society.
3. An examination of issues of race and ethnicity in sport.
4. A historical review of major league sport as it relates to racism and sexism.
5. An examination of Title IX, sex, and gender roles in sport.
6. An examination of the Disability Act and issues related to ability levels in sport.
7. The culture of drugs and violence in sport; the Olympic movement and drug testing.
8. The role of religion and politics in sport.
9. Socioeconomic forces that influence sport, elitism in sport, corporate and industrial issues in sport.
10. A study of the impact of sport on education and abuses of academic integrity.
11. An overview of ethical and legal aspects of sport in the United States and a global economy.

### **INSTRUCTIONAL TEXT**

Cunningham, G. B. (2019). *Diversity & Inclusion in Sport Organizations*, 4th ed. Rutledge: New York, NY. ISBN #978-1-138-58695-6

**ADDITIONAL READINGS:** Additional readings from selected journals are accessible through CANVAS and Rutgers University libraries sites. The list of these readings will appear in CANVAS within the modules and in course files.

### **PROCEDURES, TECHNIQUES AND METHOD OF INSTRUCTION**

1. PowerPoint presentations with audio.
2. Audiotaped comments, discussion posts, worksheets, and reaction statements.
3. Web resources (NCAA Reports, Racial & Gender Report Cards, Title IX reports).
4. Video/Movies.
5. Group presentations.

### **REQUIREMENTS FOR SATISFACTORY COMPLETION OF COURSE**

1. Three Exams (65% total). First (20%); second (20%); final (25%). All exams will consist of multiple-choice, true-false, and may consist of short answers. The final test is cumulative.
2. Homework/Worksheets (10%). There will be written homework assignments via worksheets. These homework assignments will consist of defining terms found in the textbook and additional reading resources and completing specific worksheets relative to researching and accessing data which support the learning goals of the course. Homework assignments will be graded on a complete/incomplete basis with no late submissions. **I reserve the right to deduct points for incomplete or incorrect responses, lack of insight, and not following instructions.**

3. Discussions (10%). Discussions will take place during class activities. If you are unable to attend class in-person, you will be allowed to submit a discussion topic online for credit. These will be available through CANVAS. Discussions will be graded on a complete/incomplete basis. **I reserve the right to deduct points for incorrect information, less than insightful comments, and incomplete responses.**
4. Group Presentation (15%). Topics of interest will be created to form groups and each student will choose to be in a group to present information related to that topic. It is expected that each presentation will provide class with new information that was not previously discussed, or information that goes into further depth on a topic that was discussed online. A portion of this grade (5%) will be based on an annotated bibliography that is related to your topic. Grades will be based on student input, level of information provided, adherence to instructions, and the ability to present the information in a clear, stimulating, and informative manner. Additional guidelines will be provided via class discussion, CANVAS, and a scoring rubric.

**If you are submitting any work online, it is expected that all assignments will be submitted using the tools available in CANVAS. Please avoid using attachments and sources outside of CANVAS tools.** All work is to be submitted via the upload tool (no attachments), audio tool (specifically in CANVAS), and discussion reply in CANVAS. If you submit work that does not follow these instructions, you will receive a grade of zero. Please follow the submission instructions. If you are having a problem with CANVAS, then please contact the Help Desk immediately and send me an email so that I am aware of the issue. *For tech help with Canvas, please visit <https://it.rutgers.edu/help-support>.*

#### **Grading scale**

A:	90-100%	B+:	85-89%	C+:	75-79%	D:	60-69%
		B :	80-84%	C :	70-74%	F :	≤59%

The lowest grade from worksheets and discussions will be automatically dropped and not calculated in your final grade. Late work will not be accepted unless previously approved.

**You are expected to do your own work. Using sites such as Course Hero to copy work is not allowed. Sharing and copying work via apps like Groupme is also against the academic integrity policy. Do your own work or risk being reported to the Office of Student Conduct and Dean for academic integrity violations. As per the Academic Integrity Policy (see below), all suspected violations will be reported to the Office of Student Conduct.** Academic dishonesty includes (but is not limited to):

- Cheating
- Plagiarism
- Aiding others in committing a violation or allowing others to use your work
- Failure to cite sources correctly
- Fabrication
- Using another person's ideas or words without attribution—re-using a previous assignment

- Unauthorized collaboration
- Sabotaging another student's work
- Posting assignments, syllabi, or coursework, without permission, online in shared resources apps and websites like Groupme or Course Hero.

### **Academic Integrity Policy**

<http://nbacademicintegrity.rutgers.edu/>.

Violations include: cheating, fabrication, plagiarism, denying others access to information or material, and facilitating violations of academic integrity.

**Please do not use other students' work from previous classes.** If caught, you will face the same consequences as described above in the Academic Integrity Policy.

**Please do not misuse the online classroom to inappropriately screenshot, copy, or share information.** If caught, you will be subject to the same consequences as described in the Academic Integrity Policy.

### **PLAGIARISM**

Do your own work for every assignment. If you are referring to someone else's work (book, magazine, internet, etc.) then you are required to provide a reference. **I DO NOT ALLOW YOU TO CUT AND PASTE WORK FROM THE INTERNET! PARAPHRASE AND LEARN TO USE YOUR OWN WORDS.** Pictures are ok but you must provide a reference. If you are caught plagiarizing, you will be given a zero for the assignment and reported to the Dean.

### **COURSE RESOURCES:**

Internet access including access to the Rutgers University Student and Library Portals, and specifically the CANVAS Course Learning Management System (LMS) via the following link:

<https://onlinelearning.rutgers.edu/canvas-login>

You will need a NetID to login so make sure that you have one for the site. If you are registered in the course and a Rutgers Student, you will automatically be a "member" of the online class. If you cannot access this site, please contact your professor and the CANVAS help desk. <https://rutgersonline.desk.com/>. All content on CANVAS is for educational purposes only and pursuant to copyright protection, meaning it cannot be reproduced, distributed or transmitted in any form or by any means without prior written permission from Dr. Scott.

### **PARTICIPATION AND CLASSROOM POLICY**

You are expected to fully participate in the class discussions via audio threads and written activities. There will be discussions throughout the semester where it is expected that different viewpoints and opinions will exist. **Please do not type in CAPS, emojis, or use casual "text lingo" as though you were only communicating with friends.** Use full words and be mindful of the tone you are setting when responding. Everyone is encouraged to speak up and express varying viewpoints. Personal attacks, name calling, foul or threatening language will not be tolerated. Please be respectful to each other, even when there may be disagreement. Enthusiasm is appreciated, leadership is encouraged, and your best effort is expected. I will notice those who put in an effort.

## **Mask Requirement**

*In order to protect the health and well-being of all members of the University community, masks must be worn by all persons on campus when in the presence of others (within six feet) and in buildings in non-private enclosed settings (e.g., common workspaces, workstations, meeting rooms, classrooms, etc.). Masks must be worn during class meetings; any student not wearing a mask will be asked to leave.*

*Masks should conform to CDC guidelines and should completely cover the nose and mouth:*  
<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html>

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## **ATTENDANCE POLICY**

### **Self-Reporting Absence Application:**

Students are expected to attend all classes; if you expect to miss class, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me. **Submitting this report does not automatically excuse assignments due.**

In the event of an extreme emergency (i.e. prolonged illness and hospitalization), contact with the Dean of Students will be required to make up any missed work. You are responsible for observing due dates and submitting work early or on time. If you should experience extenuating circumstances, please contact me as soon as possible so that arrangements can be made to ensure that you are able to successfully complete the course. **You cannot simply stop attending class and then expect to be able to make up work.** If you are absent multiple classes, it is imperative that you contact me immediately to inform of your illness or reason for prolonged absence. It is only via responsible, and advanced communication, that I will allow make-up work.

**Please be mindful that I can see how active or inactive you are in this course when you log in to CANVAS. I can see how much time you spend in CANVAS for this course, for an assignment, a quiz, and the exact time that you submit an assignment.**

## **Student-Wellness Services:**

## **Diversity Programs and Support for Students**

<https://diversity.rutgers.edu>

There are various programs and centers for students with diverse backgrounds and interests. Please use these links as a starting point to find information that may be of need and interest to you.

### **Bias and Crisis Support**

<https://diversity.rutgers.edu/resources/bias-and-crisis-support>

### **Student Mentoring Support**

<https://diversity.rutgers.edu/node/173>

### **Tyler Clementi Center**

<https://diversity.rutgers.edu/tyler-clementi-center>

## **Just In Case Web App**

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

## **Counseling, ADAP & Psychiatric Services (CAPS)**

**(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901 / [www.rhscaps.rutgers.edu/](http://www.rhscaps.rutgers.edu/)**

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

## **Violence Prevention & Victim Assistance (VPVA)**

**(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / [www.vpva.rutgers.edu/](http://www.vpva.rutgers.edu/)**

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

## **Disability Services**

**(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:

<https://ods.rutgers.edu/students/registration-form>.

**Request for accommodations for exams must be accompanied by a letter from ODS and a request must be made minimally one week in advance of EACH exam.** You cannot make the request on the day of the exam.

**Scarlet Listeners**

**(732) 247-5555 / <http://www.scarletlisteners.com/>**

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

**Weekly Schedule  
Sport Sociology Online**

This schedule is a general overview and is subject to change. It is your responsibility to note changes as they are announced in class or indicated in CANVAS. Additional readings indicate that you will have a reading assignment outside of your textbook. You are responsible for submitting homework related to these assignments on time.

<b><u>Week</u></b>	<b><u>Topics/Assignments</u></b>
1	Introduction to class. Review syllabus, student introductions, and begin class discussions on sport and diversity.  Defining sport and diversity. Read Chapters 1-4 in text. <b>Additional reading.</b>
2	Discussions on stereotypes, prejudice, discrimination, and cultural aspects of sport. Continue Reading ch 1-4.  Theoretical tenets of diversity, inclusion, and historical aspects of society & sport. <b>Additional reading.</b>
3	Discussion on racism, racial identity, social mobility, and social stratification in sport. Chapter 5. <b>Additional reading.</b>  Issues of race in amateur, collegiate, and professional sport. <b>Additional reading.</b>
4	Issues of race in amateur, collegiate, and professional sport continued.  Title IX and its impact in collegiate and professional sport. Chapter 6.
5	Issues of sex, gender, and sport continued. <b>Additional reading.</b>  Issues of sex, gender, and sport continued. <b>Additional reading.</b>
6	Sexual orientation and sport continued. Ch. 11
7	Age, appearance, and sport. Chapter 7 & 9. <b>Additional reading.</b>

- Mental & physical ability and sport. Ch. 8. **Additional reading.**
- 8 Religion and sport. Ch. 10. **Additional Reading**
- 9 Youth sport and special considerations in sport. **Additional reading.**
- 10 Social class and sport. Ch. 12 **Additional Reading.**  
Population studies and sport. Ch. 12. **Census assignment due.**
- 11 Media, social networking and sport. **Additional reading.**
- 12 Drugs in Sport. **Additional reading.**
- Group Presentations Due.**
- 13 Sport for Development & Special Topics in Sport. Ch. 15
- 14 Review Group Presentations. Final Exam preparations.
- 15 **Final Exam** <https://scheduling.rutgers.edu/scheduling/exam-scheduling/final-exam-schedule/final-exam-schedule-fall-2022>

### Reading List

**This list is subject to change in order to stay current or add new material that is relevant to the course.**

1. Ponterotto, J. G., Utsey, S. O., & Pedersen, P. B. (2006). *Preventing prejudice: a guide for counselors, educators, and parents* (2nd ed.). London: SAGE.
2. Davis, T. (2008, June 08). Race and Sports in America: An Historical Overview. Retrieved from [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=1141868](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1141868)
3. Hruba, P. (2016, April 04). Four Years A Student-Athlete: The Racial Injustice of Big-Time College Sports. Retrieved from [https://sports.vice.com/en\\_us/article/ezexjp/four-years-a-student-athlete-the-racial-injustice-of-big-time-college-sports](https://sports.vice.com/en_us/article/ezexjp/four-years-a-student-athlete-the-racial-injustice-of-big-time-college-sports)
4. Racial & Gender Report Cards. (n.d.). Retrieved from <http://www.tidesport.org/reports.html>

5. Harper, S. R. (2016). BLACK MALE STUDENT - ATHLETES AND RACIAL INEQUALITIES IN NCAA DIVISION I COLLEGE SPORTS. Retrieved from [http://nepc.colorado.edu/files/publications/Harper\\_Sports\\_2016.pdf](http://nepc.colorado.edu/files/publications/Harper_Sports_2016.pdf)
6. King, B. J. (2003, June). THE WOMEN'S SPORTS FOUNDATION® REPORT: TITLE IX AND RACE IN INTERCOLLEGIATE SPORT.
7. Irick, E. (2015, October). STUDENT-ATHLETE PARTICIPATION 1981-82 – 2014-15. Retrieved from <https://www.ncaa.org/sites/default/files/Participation%20Rates%20Final.pdf>
8. Cunnea. (1998). A Timeline of Women's Legal History in the United States . Retrieved from <http://wlh.law.stanford.edu/wp-content/uploads/2011/01/cunnea-timeline.pdf>
9. Acosta, R. V., & Carpenter, L. J. (2014). Women in Intercollegiate Sport A Longitudinal, National Study Thirty-Seven Year Update. Retrieved from <http://www.acostacarpenter.org/2014%20Status%20of%20Women%20in%20Intercollegiate%20Sport%20-37%20Year%20Update%20-%201977-2014%20.pdf>
10. Walker, N. A., & Bopp, T. (2011). The Under Representation of Women in the Male Dominated Sport Workplace: Perspectives of Female Coaches. *Journal of Workplace Rights, 15*(1). Retrieved from [https://works.bepress.com/nefertiti\\_walker/1/](https://works.bepress.com/nefertiti_walker/1/).
11. Burton, L. J. (2014). Underrepresentation of women in sport leadership: A review of research. *Sport Management Review, 18*(2). doi:10.1016/j.smr.2014.02.004
12. Blumenfeld, W. J. (n.d.). How Homophobia Hurts Everyone. Retrieved from <http://archives.evergreen.edu/webpages/curricular/2006-2007/genderandmedia/assignments/blumenfeld001.pdf>

13. Perkins, E. J. (2014, March 18). Regulating Appearance In The Workplace: An Employer's Guide To Avoid Employment Discrimination Lawsuits. Retrieved from <https://www.natlawreview.com/article/regulating-appearance-workplace-employer-s-guide-to-avoid-employment-discrimination->
14. Keeton, V. F., & Kennedy, C. (2009). Update on physical activity including special needs populations. *Current Opinion in Pediatrics*, 21(2), 262-268.  
doi:10.1097/mop.0b013e3283292614
15. Lippy, C. H. (2010). Christian Nation or Pluralistic Culture Religion In American Life. In *Multicultural Education: Issues and Perspectives*(7th ed., pp. 110-131). John Wiley & Soms Inc.
16. The Big Religion Chart. (2016, November 21). Retrieved from <http://www.religionfacts.com/big-religion-chart>
17. Valuing Diversity, Educating Leaders, Promoting Respect. (2016). *American Conference on Diversity Holidays and Festivals 2020*.
18. Merkel, D. L. (2013, May 31). Youth sport: positive and negative impact on young athletes. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3871410/>
19. Lumpkin, A. (2013, Summer). Youth Sports: Just Win, Baby. *Sports and Exercise*. Retrieved from <http://www.multibriefs.com/briefs/aahperd/baby.pdf>
20. Baron, D. A., Martin, D. M., & Magd, S. A. (2007, June). Doping in sports and its spread to at-risk populations: an international review. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2219897/>

21. Williams, J., & Chinn, S. J. (2010). Meeting Relationship-Marketing Goals Through Social Media: A Conceptual Model for Sport Marketers. *International Journal of Sport Communication*, 3, 422-437.