10H Robert Case, Old Dominion University
“Examining the Steps Involved In Developing An International Sport and Society Study Abroad Course”

The purpose of this presentation is to examine the steps involved in developing an international sport and society college level study abroad course. Although most sport sociology or sport and society courses are taught in a traditional classroom setting, the globalization of sport has opened doors for studying sport first hand by traveling to different foreign countries and learning about the socio-cultural aspects of sport in selected countries. A study abroad course in sport and society is more than just visiting and touring a country and its sport system and facilities. A well-organized study abroad course should be educational in nature where readings, assignments, speakers, visits to sport museums, sport facilities, and sporting events are just some of the many learning experiences that can be provided. This presentation will examine the step-by-step planning process that is involved in developing an international sport and society study abroad course. Some of the topics covered will include researching the historical and socio-cultural backgrounds of sport in selected foreign countries, formulating learning objectives and educational experiences, organizing student readings and class assignments, working out travel logistics including transportation and lodging, identifying guest speakers, sport tours and site visits, student cultural immersion opportunities, etc. Three recent study abroad educational trips will be presented to serve as examples.

10H Darcy Plymire, Western Illinois University & Janet Wigglesworth, Western Illinois University
“Falling Off the Carousel: Examining the Efficacy of Firing FBS Coaches”

After every college football season, the coaching carousel starts to turn. Losing coaches and their staffs are fired and new coaches hired, typically at great cost to the university. This study will focus on the competitive outcomes of firing a head coach to assess whether a university’s decision to ride the carousel is justified.

10H Matthew Hawzen, Florida State University & Chris McLeod, Florida State University
“‘Learning to Labor’: Understanding the Experiences of Student Interns in the Sports Industry”

To prepare aspiring graduate and undergraduate students for life and work in the sports industry, sport management departments across the U.S. have incorporated internships into their programs of study. A relatively new emphasis on ‘experiential learning’ in the academy has made the internship experience a principal component of sport management curricula. Despite the reliance on so-called experiential learning in sport management programs, sport (management) studies scholars have scantily concerned themselves with the actual expectations and experiences of student interns themselves (cf. Sutton, 1989; Wiest & King-White, 2013; Jowdy, McDonald, & Spence, 2004). Informed by the works of Marx and Foucault, as well as Marxian political economists, we seek to understand the production of student intern subjects and the multi-faced consumption of student intern labor within contemporary relations of university-sport production. We furthermore use autoethnographic observations, interviews and classroom discussions with former, current, and prospective student interns to ascertain the campus- and work-life experiences of student interns. Following the work of Wiest and King-White (2013), we suggest that to improve experiential learning programs in the academy and work experiences in the industry, scholars must face directly and engage theoretically with the experiences of student interns.
**10H Christopher Faulkner**, University of Worcester; **Gyozo Molnar**, University of Worcester & **Geoff Kohe**, University of Worcester

“*You Find Me a Deal, You Get the Commission*: Agents in Professional Basketball Migration”

Agents play a salient role in the careers of professional basketball players pursuing careers away from home, helping to increase athletes’ visibility and secure contracts. The saliency of this role is forged by season-to-season contracts and precarity created by local environments and professional conflicts. Relationships with agents are therefore part of the skillset players develop as they seek to establish and prolong their careers as they navigate the ethnoscapes of sport. Push and pull factors continue to predominate observations on sporting migrations, which positions agents as part of a pipeline exploiting athletes moving across ethnoscapes. Alternatively, in the case of the interviewees in my research, there is shown to be a flexible approach to agent deployment which displays awareness of the athlete’s positions in the ethnoscapes of sport. Athletes are shown to deploy multiple agents to increase the chances of furthering their careers, guaranteeing commission to the agent who secures them a deal. Furthermore, avoiding larger talent agencies and selecting agents who provide them with a greater degree of focus emphasises the athletes’ awareness of their position in the ethnoscapes of sport. Consequently, I suggest a focus on experience and agency can elucidate the fluidity of sporting and migratory structures.

**10H Wib Leonard**, Illinois State University

“The Neglected Division: Business Aspects of Division II College Athletics”

Sport sociologists are fond of classifying sports into three didactic categories: 1) informal, 2) organized, and 3) corporate. Corporate sport, routinely linked with professional sports and high-profile D-I programs, is that in which big business and power politics coalesce. Division II of the NCAA is akin to the middle child. It’s wedged between the high profile media-capturing D-I schools and the often applauded true amateur D-III institutions. Like the middle child it often receives less attention. Division II is an intermediate-level division of competition in the National Collegiate Athletic Association (NCAA). It offers an alternative to both the larger and better funded NCAA Division I and to the no athletic scholarship environment offered in Division III. Divisions II and III were formerly known collectively as the NCAA College Division. In this inquiry I will selectively explore some of the business aspects of D-II schools, focusing on revenues and expenditures. My paper is a synthesis and compendium of materials compiled by the NCAA, media documents, and Gilbert Gaul’s Billion Dollar Ball.