

EXAMINATION OF SPORT MANAGEMENT INTERNSHIPS THROUGH
FOUCAULT'S CONCEPTS OF *POWER*

by

SEAN MICHAEL SEILER

(Under the Direction of Dr. Jepkorir Rose Chepyator-Thomson)

ASBTRACT

Internships in Sport Management are the *modus operandi* (Schneider & Stier, 2006, p. 35; Brown et al., 2018, p. 75) for Sport Management, as between 80-90 percent of Sport Management programs in the United States require completion of an internship before graduation (Jones et al., 2008; Sattler, 2018; Schoepfer & Dobbs, 2010). The purpose of this study is to, firstly, conduct a Foucauldian genealogy on internships in Sport Management and, secondly, to understand the experiences of Sport Management students as informed by the genealogy. A genealogy focuses on the intersections of *power* and *truth* to deconstruct how the former forms and maintains Sport Management internships. Data collection methods included the analysis of internship manuals, surveys, and interviews with Sport Management students who have participated in an internship over the past two years. An abstractive form of data analysis was used, relying on themes from Foucault's *Discipline and Punish* (1977[1995]), to inform the research findings. The findings of the study include a) the intersection of *power* and positivist *regime of truth* focused on production that reduces the Sport Management student to functional nuances of the internship experience, b) that the internship manual objectifies the Sport

Management student as the object of statements, fashioning a Sport Management intern around a specific form of neoliberal subjectivity, c) that this neoliberal subjectivity constitutes a self-reflexive, self-governing Sport Management student for practicing *refinement*, and d) that *refinement* is the goal of the internship or, according to Foucault (St. Pierre, 2004), its *telos*.

INDEX WORDS: Foucault, Power, Sport Management Internships, Biopower, Biopolitics, Practices of Self, Care of Self

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SEAN MICHAEL SEILER

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SEAN MICHAEL SEILER

Major Professor: Jepkorir Rose Chepyator-Thomson

Committee: Kevin Burke
 James Zhang

Electronic Version Approved:

Ron Walcott
Vice Provost for Graduate Education and Dean of the Graduate School
The University of Georgia
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DEDICATION

This dissertation is dedicated to Montana, without whom I would not be here.



Montana

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Therefore, since we have been justified by faith, we have peace with God through our Lord Jesus the Messiah. Through him we have also obtained access by faith into this grace by which we have been established, and we boast because of our hope in God's glory. Not only that, but we also boast in our sufferings, knowing that suffering produces endurance, endurance produces character, and character produces hope. Now this hope does not disappoint us, because God's love has been poured out into our hearts by the Holy Spirit, who has been given to us.

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Arial 'Adele' Seiler: Infinity + 3000

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CHAPTER 1

INTRODUCTION

Sport Management programs emerged from within Physical Education and Kinesiology departments throughout the 1980s, formerly an applied subcomponent of Sport Studies. In the intervening forty years, the number of programs has increased significantly. According to Parkhouse and Pitts (2001), 20 higher education institutions offered Sport Management graduate programs in the United States in the late 1970s and early 1980s. By 1985, that number of programs had grown to 83: 40 undergraduate programs, 32 graduate, and 11 offering both. As the new millennium approached, this number increased to over 200 (Mahony & Pitts, 1998) as Leisure Services and Recreation departments (Ross et al., 1998) started to offer Sport Management programs alongside Physical Education and Kinesiology. *Commission on Sport Management Accreditation (COSMA)* was formed in 2008 to provide accreditation towards quality control, allocation of resources, and evaluative assessment (Gladden & Williams, 2017) in the aftermath of this rapid growth. *COSMA* currently oversees several hundreds, if not thousands, of programs throughout the United States at various levels, including undergraduate, master's, and doctorate programs. Nevertheless, in this period, field-based curriculum came to the forefront of curricular standards in Sport Management, so much so that *COSMA* identified field-based curriculum as integral to program curriculums (Sattler, 2018; Schoepfer & Dodds, 2010). However, the positioning of the field-based curriculum, its educational value, and the meaning of these learning experiences have divided and shifted within Sport Management.

In the late 1980s, there were two types of field-based learning experiences: internships and practicums. At this time, internships were not offered at the undergraduate level for

academic credit (Parkhouse, 1987). Instead, internships were a graduate-level recommendation, while practicums were undergraduate recommendations (Parkhouse, 1987). By the new millennium, however, internships became an undergraduate requirement (Ross et al., 1998; Ross & Young, 1998), and practicums shifted to an undergraduate elective (Sattler, 2018). In a little over a decade, the internship in Sport Management, its meaning, and the value of this experience had changed significantly.

An internship is a curricular requirement in Sport Management programs that attempts to facilitate and structure conditions for students to apply concepts and theories learned in the classroom to the workplace. More precisely, the student must be in an environment to develop communication skills [e.g., inter- and intra-personal, verbal, digital, etc.], planning, task delegating, resume and network building, and other skills while connecting their Sport Management education to the learning experience. Programmatically, this experience is terminally positioned in matriculation to evaluate the student before completing a degree. This is because students are instructed to obtain as much industry experience as possible before full-time employment. The politicization of the social body in such a way that defines, organizes, and manages Sport Management students is a part of a broader historical process of forming *knowledge* on internships in Sport Management, especially as the millennium approached.

From the late 1990s onwards, internship literature in Sport Management shifted from standardization to institutionalization. This includes, but is not limited to, the administrative aspects of quality control (Kelley, 2004; Williams, 2004) and liability mitigation (Miller et al., 2005; Moorman, 2004), alongside pedagogical and/or scaffolding models (Southall et al., 2003; Young & Baker, 2004). Such literature forms the contours of a body of *knowledge* on the internship unit within a system of production, in particular, towards enhancing or improving the

internship learning experience as with internship pedagogy and/or scaffolding models. This body of *knowledge* relied heavily on experts [e.g., practitioners, academics], a positivist strategy that started in the mid-to-late 1980s. Such an approach continued to be implemented into subsequent decades (Brandon-Lai et al., 2016; Brown et al., 2016; McClean et al., 2020; Williams & Colles, 2009). This historicity is entangled with the formation of a Sport Management curriculum around the marketplace (Bowers et al., 2014), with revenue generation [i.e., sales, sponsorship, financing in neoliberal market capitalism] and liability mitigation (Ličen & Jedlicka, 2022) at the forefront. The result of this history is a functionalist Sport Management curriculum that is technocratically synthesized. Such a curriculum offers vocational learning environments (Giroux, 2010) infused with corporate-based ideology (Rabinoff et al., 2000) in a *regime of truth* to transform the Sport Management student into a sports manager. The by-product of this process is student experiences situated on the margins of *knowledge*, *subjugated knowledge*. Within the past decade, however, the student has surfaced as a part of a post-positivist turn, highlighting ways in which learning environments affect their outlook on pursuing a career in the sports industry, especially internships (Hardin et al., 2021; Harris et al., 2015; Hawzen et al., 2018; Walker et al., 2020). However, in this centering of the student, there is an *epistemic* struggle at hand.

Recent research on Sport Management student experience continues to be constrained by an orthodox *episteme* of positivism in Sport Management (Bowers et al., 2014; Seifried, 2014). Positivism here has two meanings. First is the *methodolatry* of internship literature (St. Pierre, 2019; 2021b). Claims of *knowledge* regarding Sport Management internships often remain technocratic, such as expert commentaries by educators talking about student experiences on internships. Beyond the commentary, this literature is mostly survey data or, more recently, interviews. Privileging this methodology has produced “quick, one-off” (St. Pierre, 2019, p. 8)

projects that, although it pivots *discourse* and *knowledge* to the student, continue to limit *what can be done* and *what can be thought of* on Sport Management internships. In particular, students are reduced to a ‘table language’ (Foucault, 1970[1994]) of quantifying, classifying, and systematizing experiences to form generalizable findings. For example, while Cuneen and Sidwell (1993b, 2007) and Hardin et al. (2021) attempt to address gender issues, they obfuscate experience by reducing women Sport Management students’ experience with sexual harassment to a table of averages, standard deviations, and p-values. These metrics are often used to determine significance and structure discussions. The table constrains *what can be thought of* because it limits language “to the level of what is known” (Foucault, 1970[1994], p. 296): the table itself. This is a “positivist dream [for] language” (Foucault, 1970[1994], p. 296): cleansing experience of all its subjective or interpretive modalities. Belief in the *sine qua non* of method (St. Pierre, 2019) and latent positivism in Sport Management (Bowers et al., 2014; Seifried, 2014) has resulted in incongruence between approaches to research and theory: “concepts don’t travel” (St. Pierre, 2021a, p. 4). An *epistemic* commitment to feminism cannot conduct conventional humanist qualitative research on sexual harassment by quantifying, classifying, and generalizing women’s experiences. Such an approach is an orthodoxically masculine way of thinking (Bordo, 1986). Instead of this, a Foucauldian genealogy is conducted to deconstruct Sport Management internships and understand the internship experiences of students who have recently completed them.

A Foucauldian genealogy is a post-qualitative project (St. Pierre, 2019) that questions the taken-for-granted by deconstructing the formation of internships in Sport Management at the intersection of *discourse*, *power*, and *truth* in the present. By present, it means obtaining an understanding of the ways students experience and navigate internships within this formation. In

accordance with post-qualitative inquiry (St. Pierre, 2019), a commitment is made to poststructuralism and Foucault's theory of *power*. For Foucault, *power* is not exclusively associated with oppression or domination. Instead, it must be regarded as a complex social phenomenon that "reaches into the very grain of individuals, touches their bodies, and inserts itself into their actions and attitudes, their discourses, learning processes, and everyday lives" (Foucault, 1980, p. 39). It is spread throughout the social body and across institutions in a network of relations that

categorizes the individual, marks him by his own individuality, attaches him to his own identity, imposes a law of truth on him which he must recognize, and which others have to recognize in him. It is a form of power which makes individuals subjects. (Foucault, 1982, p. 781)

Especially as it relates to internships in Sport Management, *power* needs to be considered for its productive capacities more so than as a negative (Foucault, 1980) which can induce somatic tensions and contradictions (Foucault, (1977[1995])). This theory of *power* is situated within Foucault's concepts of *biopower*, *biopolitics*, *governmentality*, *practices of self*, and *care of self*. The result of this project is an "ascending analysis of power" (Davidson, 1986, p. 226) that accounts for ways the *power* is organized around a specific practice, attaches itself to the students, and guides them as the subject of their thoughts and actions, towards completing an internship in Sport Management and, by extension, degree requirements. Not only has a Foucauldian genealogy on internships in Sport Management never been conducted before, but this project also represents a new *way of thinking* in Sport Management.

Statement of the Problem

Internships in Sport Management are a pedagogical unit that organizes, manages, and disciplines students in Sport Management. As a form of political management of the social body, it requires them to participate in a specific learning activity before graduation. Further, within the

past decade, studies by Brown et al. (2016) and Sattler (2018) inform that 80 to 90 percent of Sport Management programs require an internship before graduation. This ubiquitous practice in Sport Management has a significant impact on material affluence later in life and the extent to which a student pursues employment in the sports industry (Dixon et al., 2005; Hardin et al., 2021; Harris et al., 2015; Hawzen et al., 2018; Walker et al., 2020). That being said, how internships in Sport Management were formed, transformed, and implemented may have specific effects on students. The problem then is four-fold.

First, for almost forty years, Sport Management internship literature has been focused on standardization and its institutionalization and refining the learning experience to inform ‘best practices’ within the scope of the curriculum and university while relying on experts [e.g., practitioners, academics, etc.] to do so, along with restrictive instrumentation [e.g., survey data, commentaries]. The result of this is that the *discursive* contours of Sport Management internships were, and continue to be, a technocratic formation that *subjugates* the Sport Management student: positioned on the margins of a *positivist regime* that conceals them behind the functionalism mentioned prior. This leads to the second point. Sport Management students and their experiences on an internship as historically *subjugated knowledge*. In other words, student experience in Sport Management has not been a source for *knowledge* claims in examining internships. Recently, however, a post-positivist shift is repositioning the student from the margins towards the center. This transitions to the third point. Such approaches, although increasing, are still infrequent. Most studies exploring student experience are still constrained around the positivist orthodoxy of Sport Management. A constrained understanding of the Sport Management students and their experiences is the fourth point. The table language mentioned above provides a gentrified motif of Sport Management students’ internship experiences. By

gentrified motif, it means that the subjectivities of the internship experience are getting cleansed with the scientific language of Sport Management. These four subtleties are a problem because they inhibit the field of Sport Management's capacity to understand internships and how students experience those settings. For these reasons, a Foucauldian genealogy offers a new *way of thinking* about Sport Management internships.

Purpose of the Study

This dissertation aims to conduct a genealogy on internships in Sport Management to understand students' experiences with Foucault's theory of *power*. A Foucauldian genealogy is a historical ontology on *discourse* and *power* (Davidson, 1986) regarding a domain. In particular, the descent of *discourse* is traced (Bové, 1995) in such a way as to discern the contours by which the social body is articulated (Foucault, 1978[2000]), as an object of statements, and setting norms and expectations (Foucault, 2003) within a domain alongside forces and relations of *power*. These forces and relations of *power* are related and connected to *discursive practices* (Davidson, 1986) [i.e., internship manuals], which circulate a *regime of truth* (Davidson, 1986) that sets the norms and expectations for internships in Sport Management. It fashions a field of experience and makes the subjectivity of the Sport Management student possible. The result of this genealogy of internships in Sport Management is an *effective history*.

An *effective history* is one that “introduces discontinuity into our very being - as it divides our emotions, dramatizes our instincts, multiplies our body, and sets it against itself... uproot[ing] its traditional foundations and relentlessly disrupt its pretended continuity,” (Foucault, 1978[2000], p. 380). This is because history, for Foucault, is “not made for understanding; it is made for cutting” (Foucault, 1978[2000], p. 380). A genealogy is not concerned with the origins or ‘essence’ (Foucault, 1978[2000]; Davidson, 1986) of internships in

Sport Management. Rather, it looks to the past to deconstruct the present (Foucault, 1978[2000]) identifying “accidents, chance, passion, petty malice, surprises, feverish agitation, unsteady victories” (Davidson, 1986, p. 224) to aerate the soils of a taken-for-granted “timeless and essential” (Foucault, 1978 [2000], p. 371-372) understanding of, in the case of this project, internships in Sport Management. The *effective history* then produces a counter-memory by articulating a history in ways different from what is preferred (Foucault, 1978[2000]). This, in turn, creates a space to write in to, or, as Butler (2013) mentioned, areas to refuse repeating and prompt new understandings: “deconstruction does not reject what it deconstructs. Rather, it overturns and displaces a structure to make room for something different” (St. Pierre, 2021a, p. 5).

Research Questions

The following questions guide this study:

1a. What does a Foucauldian genealogy of internship in Sports Management uncover?

1b. How is the genealogy confirmed in the analysis of interviews with recent interns in sports management?

Three undercurrents guide these research questions. First is how people associated with the project have experienced the domain, either within Sport Management or due to personal attachment to sport. This involvement in the struggle or area of question guides the project and provides an extra layer of depth toward increasing its “political meaning, utility, and effectiveness” (Foucault, 1980, p. 64). This is important because a post-positivist turn needs to move away from the detached knower. As a detached knower, the researcher construes distance between the knower and everyone and everything often, as Harraway (1988) noted, in ways that reinscribe relational *power* (p. 581). In this way, Foucault (1980) did not take on a project to be a

“referee, judge and universal witness” (p. 64) and refused to adopt the ‘detached knower’ approach. Such an approach is a rationalist, subtly positivist style of research that he argued to be an exhausted university tradition (Foucault, 1980).

Second, this is *a* Foucauldian genealogy of internships in Sport Management, not *the* genealogy. This is one of possibly many genealogies on internships in Sport Management. The research questions above are based on commitments to post-structural philosophy rather than a specific methodology for conducting *a* genealogy. In congruence with post-qualitative inquiry (St. Pierre, 2019; 2021a; 2021b), this commitment involves “reading philosophy and allowing the intensity of philosophical concepts to re-orient thought” (St. Pierre, 2021b, p. 164). Scholars of, for example, Derrida, Deleuze, Guttari, or Foucault will read their work differently and, in turn, *use them differently* about the domain in question.

Third, it takes on an antagonizing strategy, or opposition, to all that has developed and formed as a norm in analyzing *power* relations (Foucault, 1982). Within Sport Management, for example, there is opposition to positivism over interpretivism, unpaid over paid internships, and on-site supervisor and internship coordinator over Sport Management student. According to Foucault (1982), resistance to the norm will help understand relations of *power*. Such resistance is “a chemical catalyst to bring to light power relations, locate their position, and find out their point of application and the methods used” (Foucault, 1982, p. 780).

Significance of the Study

The significance of this study can be approximated in five points. First, it provides a historical ontology on Sport Management internships and how it constructs the student around a learning experience required by all. At the present moment, there is no historical understanding of the emergence of Sport Management internships and the ways it has affected them in the

present (Walker et al., 2020). Second, there is no academic literature on Sport Management internships implementing a post-structuralist approach - let alone a study using Foucauldian theory and concepts - to deconstruct internships in Sport Management. This is important because it pushes Sport Management to move beyond the traditional disciplinary boundaries (Parks, 1992) of positivism (Bowers et al., 2014; Seifried, 2014). Third, Sport Management programs are still emerging throughout the United States, even in the SEC. For example, The University of Alabama recently started its undergraduate in Sport Management program. This program, in considering the importance of internships to the field, will need an internship manual. Yet, *what discourses are they relying on to produce the manual?* Further, *whose knowledge is circulating, and how does this affect the Sport Management student?* Also, programs often revise and update the curriculum. Similarly, *what discourses do they rely on to update the manual?* This connects to the fourth point: a new understanding of the Sport Management students' internship experience. *Discourse* and its "linkages between power, knowledge, institutions, intellectuals, the control of populations, and the modern state as these intersect in the functions of systems of thought" (Bové, 1995, p. 54-55) create the object with which it speaks of. Suppose the population affected by internship manuals and associated policies and procedures has been muted, unaccounted for, or understood in one way. In that case, it both enables and constrains the field of Sport Management capability to understand internships and student experiences. Lastly, researchers, administrators, and on-site supervisors can gain a new understanding of this institutional practice by continuing to explore internships in Sport Management within different paradigms.

Research Assumptions

There are a few assumptions in this project, conceptually and empirically. In terms of the former, this research follows similar findings Foucault mentioned in *Discipline and Punish* (1977[1995]). First, even if the institutional practice of Sport Management internship appears repressive, do not assume it as such (Foucault, (1977[1995])). Rather, consider and situate it with a “whole series of their possible positive effects” (Foucault, 1977[1995], p. 23) in which *power* and, by extension, discipline, resultant of *power*, is a multifaceted social function (Foucault, 1977[1995]) with contradictory outcomes. Secondly, locate the extent to which sport is attached to the Sport Management student in such a way as to be invested in via power relations, demonstrating that power is *productive*. The third is to widen the project's scope beyond the consequences of law and social structure. *Power* and its effects are a political and economic stratagem over the body and need to be addressed “as techniques [of] their own specificity in the more general field...[in] exercising power” (Foucault, 1977[1995], p. 23). Title IX and the FLSA Internship Program are then tangential to the Sport Management internship. Instead, the focus is on the way internships may be used to form a strategy of *power*. Fourth is to investigate the ‘epistemological-juridical’ process as a strategy of power to see if it is connected to a broader historical process (Foucault, 1977[1995]) by which students in Sport Management are formed within a matrix of *discourse* and *power*. This matrix forms a *grid of intelligibility* that renders normal the norm, the undesirable inferior (Macey, 1995), and the taken-for-granted all the more dangerous (Bové, 1995). Sport Management is a discipline resplendent in knowledge used to control and manage the social body. For example, consumer behavior research. This literature spotlights sport-related experiences and establishes causal relationships between the consumer, the aforementioned experience, and socio-somatic responses (Funk et al., 2016). Findings are

often generalizable and used to assess implications and/or provide recommendations. As a by-product of this process, the consumer is produced as the object of the statements made. Further, by monitoring and measuring behaviors and tendencies, this *knowledge* is used to understand, predict, manage, and possibly control the behavioral tendencies of the consumer. This is *power* and the loci for the surface linkages of descent at the intersection of *discourse*, *knowledge*, and institutions managing and controlling populations (Bové, 1995).

Subjectivity Statement

It is important to briefly mention the inclinations of the researcher towards the research domain. Even Foucault (1980), if he were to analyze a polemic, researched it because of his involvement in, for example, medicine, psychiatry, and the penal system. The context and expositions to these domains [e.g., medicine and penal systems] are usually in Foucault's Lectures, rather than in a genealogy [e.g., *Discipline & Punish, The History of Sexuality*] or archaeology [e.g., *The Order of Things*]. With this in mind, I have already published articles with this subjectivity in mind (Seiler & Chepyator-Thomson, 2023a, 2023b; Seiler & Chepyator-Thomson, 2022). These articles explore various aspects of my upbringing that were left unquestioned for over thirty years.

I am an Oglala Lakota doctoral candidate currently in Sport Management and Policy within the Department of Kinesiology at The University of Georgia [UGA]. I was born in Tacoma, Washington [United States], and lived in Puyallup [Washington, United States] until age five. At that time, my parents got divorced. My mother moved my sister and me across the United States to the state of Georgia to reside in the predominately white, suburban community of Conyers, Georgia [United States]. Throughout my childhood, my sister and I were heavily involved in sports as a spectator and participant. In terms of the latter, I played baseball and

soccer in the fall, soccer in the winter, and baseball and soccer in the spring until high school. This is while my sister played softball and soccer off and on, but for most of her adolescence, she was a competitive cheerleader. For over a decade then, my mom lived in a ‘culture of busyness’ along with other parents, often with a two-parent nuclear family, shuffling their children between practices and games. As a single mother or two, my mom sometimes had to get my sister and me to practices and games in separate counties on the same day. As with most children, I took this aspect of my upbringing for granted: the middle-class suburban phenomenon of ‘driving after class’ (Heiman, 2015) in which parents heavily invest in the extracurricular activities of their children aimed toward early childhood development (Lareau, 2002) and, to some extent, the social reproduction of class (Brown, 2018a, 2018b; Swanson, 2009).

In terms of a spectator, I was heavily socialized into sports between the 1990s and 2000s while living in Georgia with my mother and sister in the fall, winter, and spring, and Washington with my dad in the summer. This meant I would often go to Atlanta Braves, Atlanta Falcons, Atlanta Hawks, Atlanta Silverbacks, Atlanta Thrashers, and University of Georgia football games in the fall and spring, respectively, as well as attend minor league baseball games throughout the southeast. In the summer, while visiting my dad, I would attend Seattle Mariners, Seattle Sounders, Seattle Storm, Portland Timbers, and minor league baseball games throughout the Pacific Northwest. This ‘coming-and-going’ allowed me to live in two worlds and be immersed in widely different sports cultures: different discourses, cultural practices, and collective attachments to teams. For example, I was able to see the impact of media and video games from different perspectives: the ability to converse with people in Seattle about the Atlanta Braves, who were broadcasted nightly on television via the Turner Broadcasting System [TBS] or talking

with childhood friends in Georgia about the Seattle Mariners and Ken Griffey Jr., who was on the cover of video games.

It is this keen passion for sports, interacting with people, and experiencing different expressions of culture that cultivated an interest in the humanities and social sciences. It guided me to disciplines such as Archaeology, Geography, History, and more. I pursued a bachelor's degree in Anthropology, with a minor in Geography, and a master's in Anthropology. During this time, I refined my proficiency in humanist qualitative methods while trying to understand aspects of my childhood or situations that had (or continue to have) an impact on myself and/or others. That is to say, similar to Foucault (1980), I take on research projects because of my involvement in them.

For example, in an article two years ago (Seiler & Chepyator-Thomson, 2022), I was trying to understand the history of youth soccer in and around Atlanta. Regarding the aforementioned 'driving after class' (Heiman, 2015) and infusing youth sporting spaces with early childhood development pedagogies (Lareau, 2002), *what was the local history of this?* In exploring this, I found a history that reflected race [i.e., racial desegregation] and class [i.e., economic segregation and suburbanization] politics of space and urban governance of Atlanta by which youth soccer programming emerged on the suburban landscape throughout the late 1960s and into the 1970s. This was an embodied history that, as a community, we lived in the 1990s while playing organized youth soccer in Conyers and throughout suburban Atlanta.

In another example, I conducted a Foucauldian genealogy on the Atlanta Beat to understand the *discursive formation* of women's professional soccer in Atlanta and its *regime of truth* (Seiler & Chepyator-Thomson, 2023a). The 1999 FIFA Women's World Cup was one of the top moments of my childhood in terms of its historical importance for modern sport. After the

1999 FIFA Women's World Cup, a professional soccer league formed known as the Women's United Soccer Association [WUSA], and, in Atlanta, Cox Enterprises bid on and was awarded an expansion franchise to be called the Atlanta Beat. With Cox Enterprises owning the local major newspaper in the region, *The Atlanta Journal-Constitution* [AJC], I wanted to see how *discourse* was controlled and managed by the local media conglomerate. This is because such arrangements create the fabric for hegemony. A *regime* of whiteness - norms and values of a white, suburban, affluent population in and around Atlanta - was found in the *AJC*, which manages a flexible positional superiority of white players relative to women of color, demonstrating a symbolic racial hierarchy between white women and women of color is never undermined as the topics and themes are filtered through white players and whiteness. Nevertheless, in this project, I struggled with my humanist qualitative methods training in relation to post-structuralist thought.

I have been reading Foucault and familiarizing myself with his concepts and approach to inquiry for the past five years. Throughout this period, I read to and for myself alongside my decade of training in humanist qualitative research methods. For the better part of three years, I worked diligently on the Foucauldian genealogy on the Atlanta Beat. I submitted to peer-reviewed journals, only to revise and resubmit, be rejected, resubmit, and revise and resubmit. However, while working on revisions, I was introduced to Dr. Elizabeth St. Pierre, a Professor at UGA in the Mary Frances College of Education, and post-qualitative inquiry by then doctoral candidate Sara Campbell, an alumnus of the Physical Education program in the Department of Kinesiology at UGA. Dr. Campbell and I discussed my project on a few occasions and my struggles. Dr. Campbell suggested taking a few courses with Dr. St. Pierre, who developed post-qualitative inquiry. With that recommendation, I took Feminist Theory with her in the Fall of

2022 and a course dedicated to reading Foucault in the Summer of 2023 while reading post-qualitative inquiry. In these classes, I started to understand the disconnect between reading post-structuralism and my training in humanist qualitative research methods. It is in this process of acquainting myself with post-qualitative inquiry that the genealogy on the Atlanta Beat was accepted for publication, and recently, Dr. Paul Pedersen, editor for the *Encyclopedia of Sport Management*, approved my entry on post-qualitative inquiry (Seiler, 2024). As such, this project can be seen as a part of the broader process of ‘finding Foucault’ (see Besley, 2015) and ‘finding post-qualitative inquiry’ within myself and in Sport Management.

As an undergraduate majoring in Anthropology, similar to Sport Management, I had to complete an internship as a part of my matriculation. This requirement sent me far and wide to find a location, from the Office of Historic Preservation with the Puyallup Tribe of Indians (Puyallup, Washington, U.S.A.) to New South Associates, Inc. (Stone Mountain, Georgia, U.S.A.). After a few months of searching and interviews, I accepted a low-paid position at Mt. Rainier National Park (Ashford, WA) with the National Park Service in the Cultural and Historic Resources department. I was provided housing, free access to the park, and \$400 a month for two months. Even with these accommodations, I still left the internship losing nearly \$8,000, or, more precisely, my parents lost that much money. Without the support of my parents, it would not have been possible, financially or otherwise, to participate in and/or complete a two-month internship toward degree requirements. Too, without completing an internship, I would not have graduated with a degree in higher education. It is with this in mind, alongside the increasing post-positivist research on internships in Sport Management, that I have the urge to explore internships in Sport Management with the post-structuralist philosophy of Foucault.

Definition of Terms

anatomo-político regime: Foucault argued in *The History of Sexuality* (1990 [1978]) that one of the most illustrative aspects of institutional forms of governing is strategic investment into the productive capacities of the human subject. This is also mentioned in *Society Must be Defended* (Foucault, 2003) and *Power/Knowledge* (1980). This, historically, has occurred in two ways. First is an *anatomo-political* articulation of power (Moreira & Palladino, 2008). This is a regime by which political forms of power and the materiality of the human body are revealed through the disciplinary discourses of fields (Moreira & Palladino, 2008), such as Sport Management, and their pedagogical practices, such as internships. Second, is the political articulation of the aforementioned *anatomo-political* regime and the productive capacity of the human subject to be operated by the various administrative institutions of the state (Moreira & Palladino, 2008) such as medicine (Moreira & Palladino, 2008) and education (Jones & Ball, 1995). These two phenomena are co-constructive suggesting *anatomo-political* regimes and *biopolitics* are mutually reinforcing.

Biopolitics: *Biopolitics* is a term used to describe the politicization of human bodies (Setiawan & Anwar, 2021) and discursive regime (see Foucault, 1980, pp. 109-133) at the intersection of knowledge and power, laws and policies, and programs regulating ‘how to live’ (Hayhurst et. al., 2016; Jette et. al, 2016; Fotopoulou & O’Riordan, 2017). Often there are two subtitles in the *biopolitical* material-discursive hegemony of normative expectations. First are regimes that govern the body in various social institutions through society [e.g., schools and factories] and a [2] range of techniques and strategies (see biopower) that inform population-level policies and programs (Jette et al., 2016, p. 1111). These two subtitles create an *anatomo-político* regime that facilitates a “disciplinary order of the body” to control the behavioral capriciousness of life (Foucault, 2003, p. 252).

Biopower: *Biopower* is a mechanism of power, including the relation between power and knowledge and the articulation of each other, which humans are a subject of a political and economic strategy (Foucault, 1998[1976]); “a general strategy of power” (2007, p. 1).

Care of Self: *Care of self* refers to the way one manages oneself in relation to oneself, to others, and to moral codes of culture (Foucault, 1997, p. 272; St. Pierre, 2004, p. 339). There are four major aspects to *care of self*. First is the *ethical substance* - the part of the self that is constituted by an ethic. Second is the *mode of subjugation* - the manner or way in which people are invited to be ethical. Third is *self-forming activity* or *elaboration* - specific activities or practices that allow a person to transform oneself into an ethical subject. Last is *telos* - the goal of a specific activity exercise. (St. Pierre, 2004, p. 339).

Conventional humanist qualitative methodology: According to St. Pierre (2021a), conventional humanist qualitative methodology is the training many qualitative and/or mixed methods researchers receive. Indeed, it is found in any of the qualitative methodology textbooks (Bernard, 2011; Mason, 2016). For St. Pierre (2021a), conventional humanist methodology has been easily adjusted to the paradigms of interpretive and critical paradigms, as it relies heavily on a particular description of the human being. In such studies, there is a prescriptive process to be followed in which data is collected and codes extracted to be analyzed and synthesized (St. Pierre, 2021a) emblematic of knowledge claims invented and legitimated by Descartes, Comte, and the Vienna Circle logical positivists (St. Pierre, 2012; St. Pierre, 2013; St. Pierre, 2021a).

Critical Paradigms: Critical paradigms are those committed to researching and understanding the historical, sociocultural, and ideological understructure of society (Marshall & Rossman, 2016; Prasad, 2018). The understructure of social arrangements of power, domination, and conflict (Prasad, 2018). Like interpretive paradigms, critical perspectives consider reality socially constituted but are more committed to critique and change than interpretivism (Prasad, 2018). Various theories within critical paradigms include, but are not limited to, historical materialism, feminist and gender studies, structuration and praxeology, and decolonization (Lather & St. Pierre, 2007; Prasad, 2018).

Discourse: According to Bové, discourse, from a post-perspective, is an imperative unit of analysis for its instrumentality. Discourse is privileged “because it is organized and regulated, as well as the regulating and constituting, functions of language that it studies, it aims to describe the surface linkages between power, knowledge, institutions, intellectuals, the control of populations, and the modern state as these intersect in the functions of systems of thought” (Bové, 1995, p. 54-55). Discourse then distributes the effects of power (Bové, 1995, p. 58).

Discursive Regime: *Discursive regime* describes the particular effects of power concerning discourse (Foucault, 1980). It is important to note that Foucault (1980) was not interested in who has power or what is its source, rather he concerned with “the politics of scientific statements” (p. 112): “what are the effects of power circulate among scientific statements, what constitutes, as it were, their internal regime of power, and how and why at certain moments [and conditions] that regime undergoes” (p. 112-113) shifts.

dispositif: Foucault (1977) elaborates on the term *dispositif* or apparatus in *The Confessions of the Flesh* with three items. First is the “thoroughly heterogeneous ensemble” (p. 194) of discourses, institutions, regulatory actions, law, administrative measures, claims to *knowledge*, the scientific play of statements, and moral and ethical ideals. This ensemble is an apparatus that circulates *power* and *knowledge* as a productive force to create a field of experience and make subjectivity possible. Second is the identifying aspects of this apparatus that allow these

heterogeneous components to connect and, therefore, exist. Last is the formation of a *dispositif* or apparatus at a particular historical moment that needed to be responded to.

Governmentality: For Foucault (2000), *governmentality* is the art of governance (p. 206-207). While Foucault had previously considered *governmentality* to refer to how persons are governed, regulated, and normalized in institutions, it also refers to how people govern themselves (St. Pierre, 2004, p. 337). This implies the relationship of the self to itself, which entails a “whole range of practice that constitute, define, organize, and instrumentalize the strategies that individuals in their freedom can use in dealing with each other” (Foucault, 1997, p. 300). See Practices of Self and Care of Self.

Grid of Intelligibility: The concept of *grid of intelligibility* refers to the coalescing of historically contingent and arbitrary discourses that yield specific intelligibilities (Fillion, 2005; Foucault, 2003). The intersections of *power/knowledge* attempt to impose a material-discursive limit on ‘begin-able’ within a grid (Biesecker, 1992) that constitutes subjectivity (Oksala, 2004). In a genealogy, the regime of discourse, or episteme, is but one component of a more general regime, a *dispositif* or apparatus (Oksala, 2004), that is both material and discursive. The task, then, in identifying a grid of intelligibility, is to explore the historical materialization of a specific material-discursive arrangement regarded as a norm (Oksala, 2004).

Interpretivist Paradigms: According to Prasad (2018), interpretive paradigms all have an *ontological* commitment to human experience and, in turn, an *epistemic* commitment to interpretation. As such, interpretivism regards any experience as socially constructed through interpretations (Prasad, 2018). Various interpretive theories include but are not limited to, symbolic interactionism, hermeneutics, ethnomethodology, and ethnography (Prasad, 2018).

Paradigm(s): According to Prasad (2018), the term paradigm was popularized by Thomas Kuhn (1970) in *Structure of Scientific Revolution*. It is most often used to denote a collective commitment to ontological and epistemological commitments and/or assumptions that scholars share alongside approaches or standards for conducting research (Prasad, 2018).

Pastoral Power: Foucault (1982) used pastoral power as a metaphor to describe various strategies by which institutions of society exercise power, develop knowledge, and produce discourses over the body (pp. 777-795).

Panopticon: Foucault’s (1980) idea of a *panopticon* (1980) is both allegorical and historic. It is a strategy for *power* operating at the intersections of the body and three interrelated concepts: [1] an institutional setting or social spaces, [2] an anonymous gaze, and [3] self-surveillance. The intersections between an elusive - but omnipresent gaze - and an institutional setting are emblematic of an embodied experience around self-monitoring and self-governance.

Political Economy of the Body: For Foucault (1977[1995]), a political economy of the body has a few undercurrents. First is that it is meant to denote the body as “directly involved in a political field; power relations have an immediate hold upon it; they invest it, mark it, train it, torture it, force it to carry out tasks, to perform ceremonies, to emit signs.” (p. 25). This means that the body is entangled with a strategic political investment towards eventual economic use [i.e., production] and relations of power, ideology, and domination. Second is that the body and its labor capacity are bounded in a system of subjugation. This is not through, for example, ideology, but through calculation, organization, technical and proficiently thought out and executed. This is a micro-physics of the body that can be subtle: “make use neither weapons nor terror and yet remain a physical order” (Foucault (1977[1995]), p. 26). Third is that there is knowledge of the body and its functioning (Foucault (1977[1995])). This knowledge and its bodily mastery are a political technology of the body. Last, law is an instrument of power that is, all at once, complex and partial (Foucault, 1980, p. 141). It is a mode of political and economic management that determines, mediates, and manipulates the difference between legality and illegality (Foucault, 1980) or a productive and unproductive body (Foucault (1977[1995])).

Positivism: In Western philosophy, positivism refers to any system or instrument that collects and codifies data on experience without *a priori* and/or metaphysics (Feigl, n.d.). The main assumptions regarding positivism are [1] knowledge is based [1a] on ‘positive’ data and [1b] on matters of fact, and [2] beyond fact is logic and mathematics (Feigl, n.d.). These assumptions were essential to the Vienna Circle of the 1920s, a group of philosophers of logical positivists/empiricists whose contributions fashioned the accepted understanding of positivism. This includes, but is not limited to, foundationalism or science as cumulative, science as transcultural, objectivity or results unrelated to the investigator's biases or position, and science as a product (Hacking, 1981).

Post-positivism: Post-positivism refers to any paradigm that is outside the onto-epistemological breadth of positivism. This includes, but is not limited to, interpretivism, critical, post-traditions, and new inquiry.

Post-Qualitative Inquiry: Post-qualitative inquiry gained prominence in the early-2000s from the efforts of Elizabeth St. Pierre. St. Pierre developed a paradigmatic space for scholars or post-paradigms to research in, especially regarding methodology. The post-positivist paradigms of interpretivism and critical theory still conduct research in one of the ‘big three U.S. methodologies,’ especially qualitative or, as St. Pierre (2021b) referred to it, *conventional humanist qualitative methodology*. Post-paradigms (see post-paradigms) are in response to research traditions invented by the West. As such, St. Pierre (2019; 2021a; 2021b) insists that post-qualitative projects refuse preexisting methodology. Methodology is a trap that over-determines thought in research through formalization and systematization (St. Pierre, 2021b).

The result is restricting *all that might be* in favor of *what is* (St. Pierre, 2021b). The ‘big three U.S. methodologies’ goal is to identify *what is* by using preexisting procedures and instruments to identify and extract *what is out there* and then *represent it*. This is not the goal of post-qualitative inquiry (St. Pierre, 2021a). Post-qualitative inquiry aims for experimentation and creativity *toward re-orienting thought* (St. Pierre, 2021a; St. Pierre, 2019). Post-qualitative inquiry does this with its commitment to the onto-epistemological arrangement of poststructuralism and its particular theories and concepts (St. Pierre, 2021a).

Post-Paradigms: The various theories and concepts that encompass post-traditions are committed to a few items of inquiry. First is problematizing various traditions of the West, including, but not limited to, scientific rationality, industrialization, professional expertise, liberal democracy, individualism, progress, etc. (Prasad, 2018). Second is that polemicizing traditions of the West are a response to the material and ideological conditions over the past 50 years [e.g., the demise of colonialism, late-stage capitalism, and technological change]. These two points go to the third point. Post-traditions confront “grand meta-narratives” (p. 244) that have promised empowerment at the intersection of individualism, program, and liberal humanism but have resulted in persistent cultural and environmental damage (Prasad, 2018).

Power: For Foucault (1980), *power* is not exclusively negative. Instead, it must be regarded as a complex social phenomenon that “reaches into the very grain of individuals, touches their bodies, and inserts itself into their actions and attitudes, their discourses, learning processes, and everyday lives” (Foucault, 1980, p. 39). It is spread throughout the social body and across institutions - as a strategy - in a network of relations that “categorizes the individual, marks him by his own individuality, attaches him to his own identity, imposes a law of truth on him which he must recognize, and which others have to recognize in him. It is a form of power which makes individuals subjects” (Foucault, 1982, p. 781). As such, *power* then “needs to be considered as a productive network which runs the whole social body, much more than as a negative instance” (Foucault, 1980, p. 119) which, in turn, can induce contradiction (Foucault, 1977).

Power/Knowledge: *Power* and *knowledge* directly imply one another (Foucault, 1997, p. 28). *Power* produces discourses and forms knowledge (Foucault, 1980, p. 119). As such, *power-knowledge* relations are to be analyzed in terms of [1] the knowing subject, [2] the object known, and [3] the historical process, struggle, and transformation of knowledge, which form a possible domain (Foucault, 1977, p. 28).

Regime of truth: A *regime of truth* for Foucault (1980) can be located in any society. It is a highly politicized grid of intelligibility that renders some discourses salient and others on the margins. More precisely, “the types of discourses which it accepts and makes function as true; the mechanisms and instances which enable one to distinguish true and false statements, how

each is sanctioned; the techniques and procedures accorded value in the acquisition of the truth; the status of those who are charged with saying what counts as true” (Foucault, 1980, p. 131).

Material-Discursive: While Foucault emphasizes that discourse has within it the rules to form statements and their associated meanings or to create the object with which it speaks, there is still a materiality to it (Hall 2001, 2007). This is an aspect of Foucault’s work that Karan Barad (2003, 2007) furthered in her idea of agential realism. For Barad (2007), discourse materializes in a specific form at particular times and places (Hultin & Mähring, 2017). With that in mind, materiality and discourse are inseparably entangled and constituted through each other and by each other (Hultin & Mähring, 2017). Therefore, by accounting for materialization, researchers are better able to understand how meaning and its arrangement are constituted through discourse (Hultin & Mähring, 2017).

Subjugated Knowledge: *Subjugated knowledge* is historical content that has been obscured and disguised, disqualified, or rendered inadequate in such a way that confines them to the margins of knowledge (Foucault, 1980, p. 81-83).

Organization of the Dissertation

The organization of the Dissertation is as follows. First is Chapter 1. In this chapter, an overview of the research project is provided. This includes, but is not limited to, the statement of the problem, the statement of purpose, and research questions. Next, Chapter 2 contains a comprehensive literature review of Sport Management internships. A brief history of Sport Management details the emerging *episteme* of positivism and its effects on curricular development. This is used to understand the market-based pedagogy of Sport Management and the increasing normalization of internships as a requirement for undergraduate students *before* graduation. The different themes are addressed after the importance of internships and their context with Sport Management is established. This includes administration [e.g., FLSA Internship Program, Title IX, tort, etc.], pedagogy [e.g., learning models], and the emerging critical perspectives on internships in Sport Management, which implement feminist theory or offer a Marxist critique of labor. After this literature review, different paradigms and theories used to conduct the internship research are identified. This, in turn, provides an opportunity for

methodological critique and justification for a post-qualitative project on Sport Management internships. Next is Chapter 3: the methods section. This section provides a rationale for post-qualitative inquiry alongside research design. From this, data collection and sampling are detailed to establish the project's boundaries. Triangulation strategies and data analysis are detailed to elucidate how inferences were deduced. In Chapter 4 are the research findings on internship manuals and interviews as read through Foucault. Last, Chapter 5 is the genealogical analysis of internships in Sport Management. This can be broken down into five parts, each addressing conceptual subcomponents of the research questions above. First is the distribution of *power* related to Sport Management internships. This section details the historical formation of internships in Sport Management and its discursive regime in establishing the normative expectations of the learning experience. Second is the organization of *power*. This section documents the refining internships in Sport Management. More precisely, the *knowledge* used to formalize temporal segments and introduce relationality in a system of production. The two of these sections combined inform *biopower*, a specific strategy of power in forming the human subject. Third is the composition of *power*. The composition of *power* refers to the articulation of the Sport Management intern and *power* relations towards refining the disciplinary machinery of an internship in Sport Management. Fourth is the control of *power*. This section identifies time and *exhaustive use* of it as a crux for the capillary control of the body, extracting more and more productivity from segments scaffolded into the learning experience. This control of the body forms the discussion on the *governmentality* of Sport Management internships and, by extension, the different strategies or resources students rely on to navigate them. This, for Foucault, is *care of self*: managing oneself in relation to self. Similar to *biopower*, these sections combined form the *biopolitics* of internships in Sport Management. The result of these four parts is an

“ascending analysis of power” (Davidson, 1986, p. 226), which starts with a specific mechanism of power, its trajectory, and its techniques and tactics to see “how these mechanisms of power have been – and continue to be – invested, colonized, utilized, involuted, transformed, displaced, extended, etc., by ever more mechanisms” (Foucault, 1980, p. 99) towards understanding the micro-physics of *power* related to Sport Management internships and student experiences. Last is an ‘Emerging Themes Beyond Theory’ section, which documents items mentioned by participants in interviews but may not be connected to the genealogy. A thorough discussion of the findings concerning extant literature follows this. Practical implications follow the discussion alongside recommendations for future research.

CHAPTER 2

REVIEW OF LITERATURE

Internships in Sport Management programs and formalizing their position in the curriculum were prominent in academic literature in the late 1980s and into the 1990s. This was part of a broader focus on setting curricular standards in Sport Management. By the late 1990s and early 2000s, administrative [e.g., FLSA, Tort Law, discrimination, etc.] and pedagogical processes and outcomes [e.g., learning models] to inform and systematize its increasing institutionalization in Sport Management programs (Walker et al., 2020) came to the forefront of conversation in Sport Management. Such an approach to understanding or elaborating on internships has continued to the present, even as post-positivist inquiries have become more frequent. The purpose of this chapter is two-fold. The first is to offer a brief secular history of the formation of Sport Management programs and internships. This is followed by the second part of this chapter: a comprehensive review of the literature on internships in Sport Management. In the review of literature, three thematic undercurrents are addressed in turn. First is the systematizing and functionalist position of literature, especially regarding matters of administration and pedagogy. Next, a detailed review of the literature is provided in a way to ascertain the thematic silhouette of persons, expectations, and disconnect among Sport Management internship stakeholders. Last is documenting the shift towards humanist qualitative research projects implementing interpretive and/or critical paradigms [i.e., post-positivism]. These studies are then situated in relation to prior studies on internships in Sport Management to establish dominant approaches to research alongside research implications. It highlights the aforementioned post-positivist turn (Howe, 2003) to researching internships in Sport Management, despite a few

ontological issues [e.g., latent positivism in research projects]. The penultimate is a methodological critique that identifies the need for a continued push for post-positivist research projects on internships in Sport Management. A summative section follows the methodological critique to conclude the chapter.

From Sport Studies to Sport Management

Before the mid-1980s, sports management did not exist *per se*. Sport Management was not necessarily new, but it was also not Sport Management. Sport Management had more than a few names in higher education: Athletic Administration, Sport Management, and Sports Management (Hardy, 1986). It was not until 1984, with the combined efforts of Trevor Slack, Earle Zeigler, Janet Parks, and others in the formation of NASSM (Seifried, 2014), that the ‘s’ was dropped in ‘Sports’ and was replaced with ‘Sport’ (Hardy, 1986). Even with the philological nomenclature agreed upon, this was not without tension. In particular, claims to the ‘origins’ of Sport Management and identifying the primogeniture for the field surfaced.

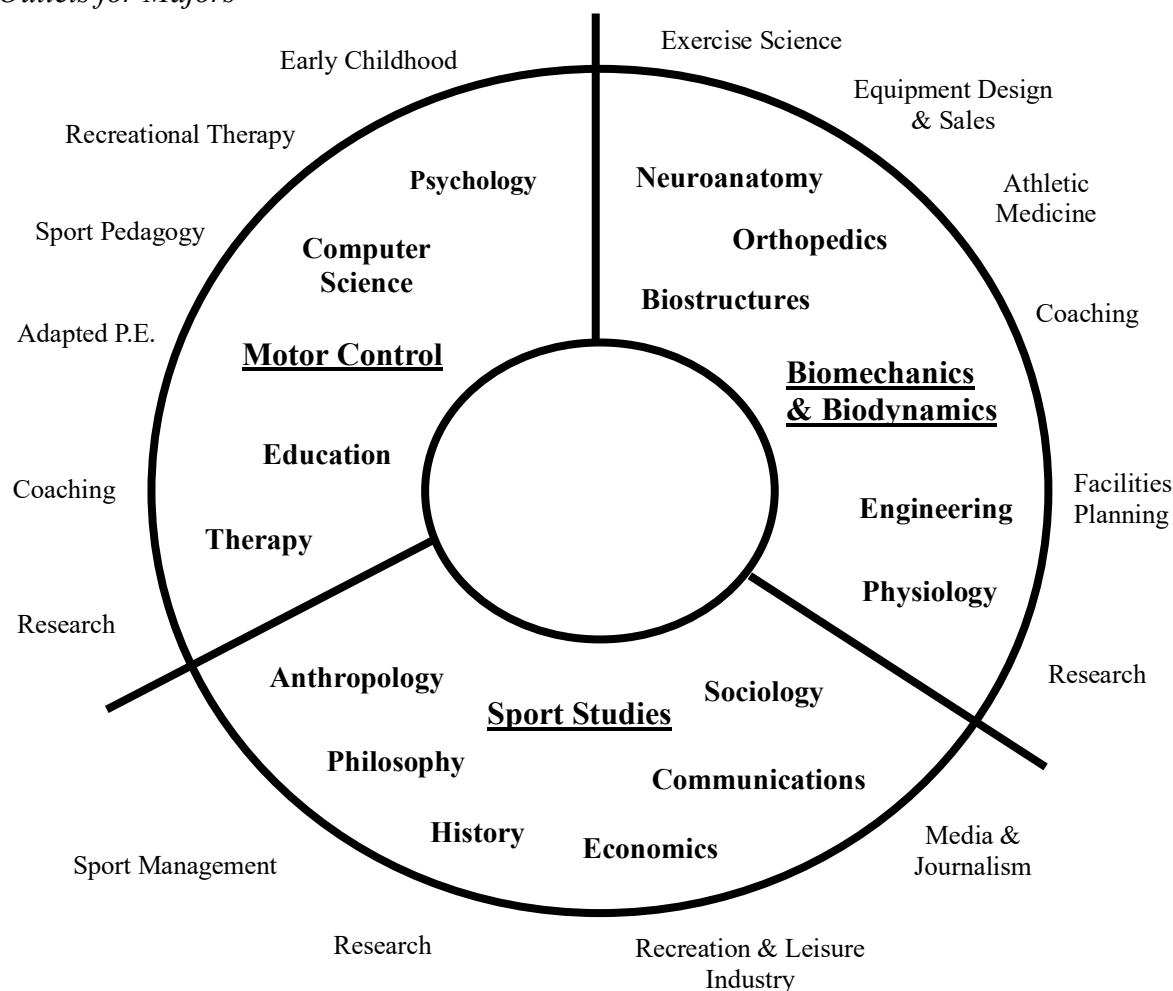
As recently as Crosset and Humans (2015), Sport Management and its curriculum are “generally credited” (p. 21) to James Mason and Walter O’Malley of the Brooklyn Dodgers. It is said that Mason and Malley had an informal conversation in 1957, which provided the impetus for program and curriculum development and its institutionalization at Ohio University in 1966 (Brassie, 1989a; Parkhouse & Bitts, 2001). On the other hand, a NASPE letter from the mid-1980s (Brassie, 1986) mentioned that O’Malley developed and proposed an idea of integrating sport with business and journalism to Clifford Brownell, a physical education instructor at Columbia University. Mason was one of Brownell’s students at Columbia. From there, Mason proposed a Sports Administration curriculum to the Ohio University board, and a graduate program started to be offered in 1966. Nevertheless, at a Zeigler Lecture, Brenda Pitts (Lecture,

2001) took a moment to mention that the aforementioned Ohio University curriculum and program with James Mason is an unfounded claim. Instead, it was Florida Southern University (Lakeland, Fla.), between 1949 and 1959, that offered a Sport Management program approved by the State Department of Education of Florida - Baseball Business Administration: “The program was considered to be the first and only of its kind at the time” (p. 6). The ‘origins’ of Sport Management curriculum are contested, historically contingent, and conditional. Despite these contested origins, one subtlety regarding the history of Sport Management is uncontested: the role of Physical Education departments in higher education.

In the late 1970s and early 1980s, student attrition in Physical Education departments compelled administrators and faculty to adjust curricula to “attract students in such marketable areas as Sport Management” (Parkhouse, 1987, p. 94). At the time, the sports industry was a fast-growing multi-billion-dollar (deSensi et al., 1990; Parkhouse, 1987), mushrooming alongside the boom of the fitness industry throughout the 1970s and into the 1980s (Andreasson & Johansson, 2014; Maguire, 2001; Stern, 2008). Sport Management was, at the time, identified as a discipline that could accommodate growth in the industry. Yet, Sport Management was not well-positioned in the regulatory hierarchy of higher education to determine and/or set standards for its own curriculum. Recall from above, Sport Management was not even Sport Management: it was Athletic Administration or Sport Management or Sports Management. Further, these distinctions were recognized as an applied subcomponent within the broader discipline of Sport Studies, not a distinct academic discipline. See Figure 2.1. Physical Education retained a regulatory position, giving them authority to determine curricular standards. Sport Management, in response, needed to create its own legitimacy. By fashioning its legitimacy, it would allow Sport Management to define and produce its curriculum.

Figure 2.1.

Kinesiology and Sport Studies: Related Fields, Cross-Disciplinary Structure and Applied Outlets for Majors



Note. As graphed and tabled by Lawson and Morford (1979, p. 225). Inside the circle are topical areas within Kinesiology. Outside the circle are applied areas related to specific disciplines.

At AAHPERD in 1986 [Cincinnati, Ohio], Stan Brassie, Ross Merrick, and select members of NASPE met with the founding members of NASSM [e.g., Bob Boucher, Carl Schraibam, Beverly Zanger, Janet Parks] and practitioners in the sports industry, most of whom were former students, to discuss curriculum in Sport Management (Parks, 1986). The members

of NASSM were frustrated with the efforts of NASPE to define curricular standards for Sport Management. Many Sport Management scholars advocated for a concentrate on business, administration, and management (Hardy, 1986; Parkhouse, 1987; Parks & Quain, 1986; Quain & Parks, 1986), while Physical Education sought to create room for the humanities and social sciences of history, philosophy, sociology, and gender studies (Brassie, 1989a). This disconnect was a source of tension between NASPE and their efforts to define the curricular standards for Sport Management, and Sport Management to define its own curricular standards. In particular, Schraibam (1986) and Zeigler (1986) did not support physical educators having too much voice in determining curricular standards. In a letter to Parks, Schraibam (1986) wrote,

Once again, I am amazed that NASPE is talking about preparing standards for a field that to this point they have paid no attention to...I am irritated at what “appears to be” an effort on the part of NASPE to all of a sudden decide to take over the field of Sport Management and serve as its representative leader. I resent terribly their suggestion that they ought to be the ones to impose standards or develop requirements for a program that to date they have not bothered to have a session responsive to the interest and needs of professionals and students in the area of Sport Management.

Zeigler (1986) echoed the sentiments of Schraibam to Parks (1986) with an added layer,

How can NASPE talk about establishing standards for professional training when we don’t even have norms? When we have norms, and we have solid evidence about the competencies needed to manage sport and physical activity well, then we can talk about standards!

There were four issues highlighted by Sport Management concerning the current curricular conditions: [1] the educational experience for the prospective sports manager was oriented more towards physical education than sport management, [2] practitioners in sport preferred business-related education, [3] prospective employers were dissatisfied with the professional preparation of the Sport Management student, and [4] the curricular standards for Sport Management that matched occupational needs of the sports industry did not exist. These issues were highlighted in earlier research by Bonnie Parkhouse (1978; 1980) and David Ulrich (Ulrich & Parkhouse,

1982), who explored the curricular state of Sport Studies and future directions. For example, Parkhouse and Ulrich (1982) sent a survey to Sport Management alumni and their employers within the sports industry to elaborate on some of the concerns mentioned above. Management principles, communications, athletic administration, and internships, to name a few, are curricular areas of interest to alumni and their employers. Defining a body of *knowledge* or epistemic terrain [i.e., concepts such as management, communications, administration, internships, and academics, practitioners, and alumni as data sources] and its ontological foundations [i.e., the marketplace, business] within a corresponding academic discipline and its future direction cannot be underestimated.

The strategy of relying on practitioners, as well as alumni in the sports industry and/or Sport Management academics, to determine curriculum and instrumentation of data collection and analysis [e.g., surveys] used by Ulrich and Parkhouse (1982), the soon-to-be-formed NASPE-NASSM Task Force for Sport Management curriculum development in 1986, and future research into curriculum needs and assessment (see DeSensi et. al., 1990; Hardy, 1986; Kelley et. al., 1991; Ross et. al., 1998) established a norm for the field into the next decade and well into the new millennium. This norm determines *what can be a source for data on the Sport Management curriculum* and *what cannot be a source for data*. Additionally, throughout the 1980s and into the 1990s, more institutions offered programs in Sport Management (Parkhouse & Pitts, 2001), an increase of 900 percent between the early 1980s and late 1990s. This means that the penchant for industry professionals and business-related education in Sport Management (Cuneen & Parks, 1997; Weese, 1995) is historically intertwined with the growth of the discipline, and this proclivity is sedimented into the foundations of Sport Management. So much so that, by the beginning of the new millennium, Brenda Pitts, in her Earle Zeigler Lecture

(2001), declared little had changed - a sport business, market-focused curricular approach that relies on practitioners - since Parkhouse and Ulrich's research in the 1980s. Taken together, these latter two points suggest Bonnie Parkhouse, Stanley Brassie, and Janet Parks are the *initiators of discursive practices* (Foucault, 1969), people who define and limit all that is possible to say, whose influence went unchanged into the new millennium. Further, professional associations and journals were an ancillary space for knowledge to retreat to so as to resolve tensions and/or dysfunctionality.

While it is unknown if Parks responded to Zeigler, Parks response to Schraibam (1986) was three-fold: [1] NASPE will not recognize any NASSM curriculum unless it affiliates with NASPE, [2] even though members of NASSM were opposed, most Sport Management programs are in Kinesiology and Physical Education departments, so most would go along, and [3] to not worry - the people at NASPE are responsible. With all of this in mind, there are three historical items to take note of as a part of this literature.

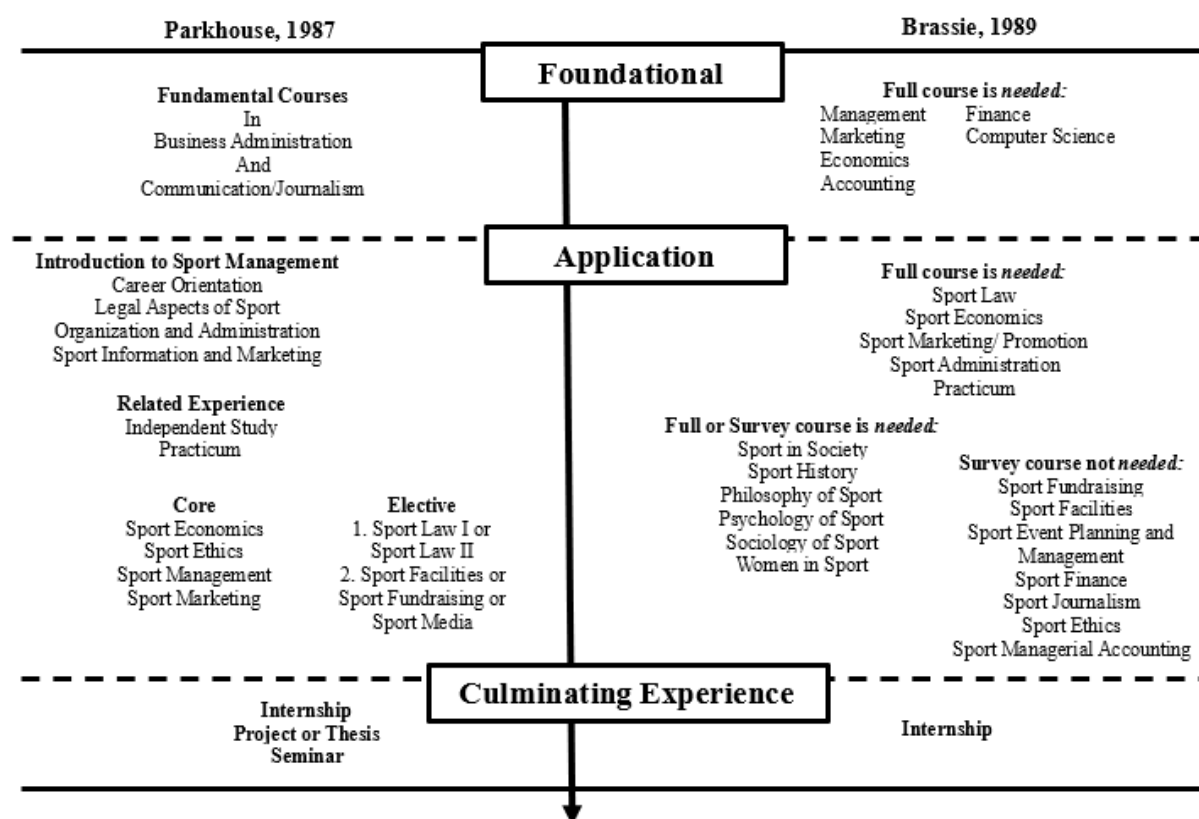
First is the way students were regarded at this point in history: customers. A student is a 'buyer,' and programs within specific departments at a university are the 'seller.' As can be inferred from Parkhouse (1987), the seller is susceptible to the particulars of enrollment data (Bessant et al., 2018; Ferlie et al., 2008; Lorenz, 2012; Trow, 1988). Hence Stanley Brassie's (1989b), Department Chair in the Department of Physical Education at the University of Georgia, opusculé entitled *A Student Buyer's Guide to Sport Management Programs* which intended to address the 'needs' of the student looking to 'buy into' a Sport Management program. This is a Taylorist administrative posture known as new public management, a political and economic management strategy that surfaced throughout the 1980s in higher education (Aronowitz & Giroux, 2000; Bessant et al., 2018; Giroux, 2002a; Giroux, 2009). Such an

understanding [i.e., the student as a customer] is not without a conditional reason. Administrative shifts to a ‘new public management’ strategy are the result of a fiscal crisis, which kindles a strain on political legitimacy (Larbi, 1999), especially the *position* of regulatory authority. This is the second point: a legitimization crisis (Habermas, 1975).

A legitimization crisis occurs if persons with institutional authority lose confidence, either actual or perceived, in their own regulatory *position* to regulate affairs. Within Physical Education departments in the late 1970s (Hendry, 1975; Locke, 1977) into the early-to-mid-1980s (Moore, 1980; Ojeme, 1984; Sage, 1984), physical educators seemed to struggle with the current professional conditions [e.g., body of knowledge, lack of conduits to disseminate knowledge, methodological issues in research on teaching physical education, and lack of applied pedagogical development of students], future direction of the field, and, if Parkhouse (1987) is accurate, student attrition. The latter is an economic steering problem (Habermas, 1975) in a for-profit institution (Eurich & Wade, 1986; Giroux, 2010). That said, despite retaining the regulatory authority to administrate at a departmental level (Greenwood, 2012; Wheaton, 2020), the extent to which Physical Education can or cannot demonstrate the capacity to do so effectively prompts a legitimization crisis (Habermas, 1975). For Habermas (1975) and Foucault (2008), the response to such a crisis is to turn to the marketplace to adjust. Hence, adjusting the curriculum (Tolofari, 2005) to market demands (Trow, 1988) and relying on sports industry practitioners (Parks, 1986) to “attract students in such marketable areas as Sport Management” (Parkhouse, 1987, p. 94).

Figure 2.2.

Contested Curriculum Between Physical Education (Brassie, 1989a) and Sport Management (Parkhouse, 1987)



Note. This figure is a consolidation of two articles – Brassie (1989a) and Parkhouse (1987) – in which two members of the NASPE Task Force propose a curricular model for Sport Management. Both Brassie and Parkhouse placed internships as a final learning experience to be completed before graduation.

Last is the table or, in the case of curriculum development, the hierarchical ordering of pedagogical units within a *temporal-spatially* segmented process of production. See Figure 2.2. The forming of these tables is a highly contested play of statements that are all at once scientific, political, and economic, and, as can be discerned, not without tension. The crux of this tension is the strategic *partitioning* and arranging of units into a rational order of acquisition for students to

be transformed into a sport manager. More precisely, ordering units in such a way provides analytic spaces for *power* to invest in the social body through “insistent, persistent, meticulous work” (Foucault, 1980, p. 56) via structured disciplinary machinery with correlative methods of control, classifying, observing, circulating, and distributing students. This serial table is “a technique of *power* and a procedure of *knowledge*” (Foucault, 1977[1995], p. 148) that arranges a system of production.

As can be discerned, the early formation of Sport Management was highly contested. Nevertheless, even in this contested terrain, the contribution of Physical Education programs is undeniable. Various sources, including Zeigler (1979) and Lawson & Morford (1979), situate Sport Management in the scope of ‘Sport Studies’ within Kinesiology and Physical Education programs. Lawson and Morford (1979) offer a zeitgeist of the times,

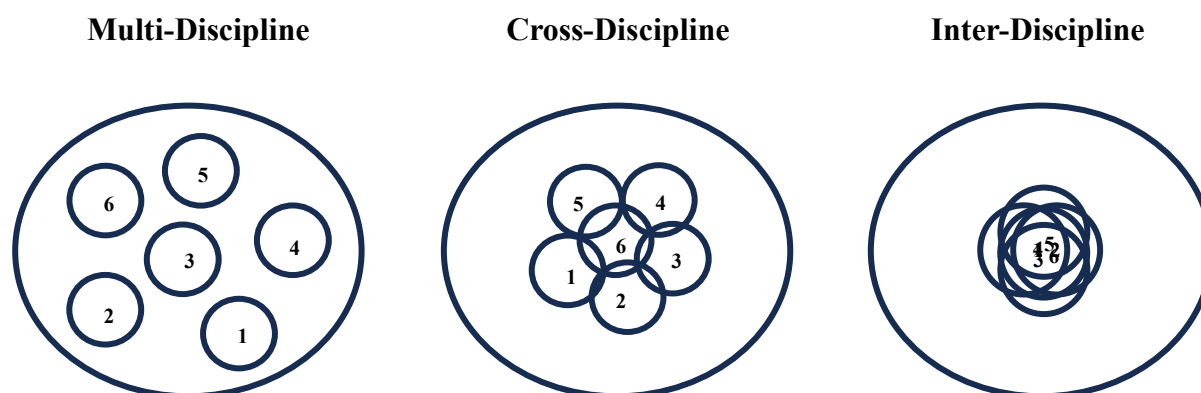
Kinesiology and Sport Studies is not vertically oriented in its subject matter as are the traditional disciplines. Rather, it is oriented horizontally because it transcends traditional disciplinary boundaries in order to generate its thematically integrated subject matter.... These and other features of this cross-disciplinary framework merit further elaboration. The term cross-disciplinary implies the integration and magnification of discrete portions of several disciplines. Developed in Kinesiology and Sport Studies are discrete portions of certain of the physical, biological, psychological, and social sciences and the humanities (p. 223).

Hence, Kinesiology and Sport Studies were to be holistic and complementary [see Figure 2.3] for Lawson and Morford’s (1979) graph on Sport Studies. However, Sport Studies, at this point in history, was multi-disciplinary, not cross-disciplinary (Zeigler, 1979a). For example, there were academics in Sport Studies who were economists who provided historical perspectives but did not work with historians. While Sport Studies may have been in a cross-disciplinary department, the field and associated disciplines [e.g. History, Philosophy, Economics, and Sociology] were not intersecting. There was a need, according to Zeigler (1979a), to define the curricular terrain of Sport Studies, especially given societal shifts in technology, the growth of the sports industry

(deSensi et al., 1990; Parkhouse, 1987), and corresponding neoliberal effects on higher education towards specialization (Giroux, 2010) in Physical Education departments (Parkhouse, 1987). For Sport Studies, these conditions provided an impetus for a new type of specialist in Sport Studies - the sport manager (DeSensi et. al., 1990) - that was not only applied, but industry-focused (Parkhouse, 1978, 1980; Parkhouse & Uldrich, 1979).

Figure 2.3.

Zeigler's (1979a) Sport Studies Disciplinary Model blended with Lawson and Morford (1979)



Note. The model and corresponding numbers represented above are [1] refers to Anthropology, [2] refers to Philosophy, [3] refers to Sociology, [4] refers to History, [5] refers to Economics, [6] refers to Communications.

North American Society for Sport Management

Historians of Sport Management tend to highlight two letters sent in the mid-1980s as an impetus in the formation of Sport Management as a legitimate professional discipline (Bowers et al., 2014; Seifried, 2014). This legitimization is concurrent with the broader process of curriculum and program development, creating a professional organization, and producing a peer-reviewed journal (Seifried, 2014). The first letter to Janet Parks is from Trevor Slack, dated 14 September

1984. In the letter, Slack (1984) expressed concern with Sport Management Arts and Science Society (SMARTS) at the University of Massachusetts-Amherst (UMass-Amherst). Slack claimed that scholars affiliated with the SMARTS program were fixated on “professional sport and those who had profit as their primary concern, not the generalization and dissemination of knowledge about sport organizations” (Slack, 1984, p. 1). The second letter is from Zeigler to Parks, similarly expressing concern about the SMARTS program (Zeigler, 1984). This general concern with the SMARTS program at UMass-Amherst led Parks, Slack, and Zeigler to reach similar sentiments: a new North American professional organization for Sport Management should form. This professional organization eventually became known as the North American Society for Sport Management, colloquially referred to as NASSM. It is not entirely clear if NASSM was intended to “supplant” (Bowers et al., 2014, p. 565) or “replace” (Seifried, 2014, p. 82) SMARTS. However, in the forthcoming months, conversations between Zeigler, Parks, Slack, and colleagues continued regarding forming this new North American professional organization for Sport Management. From this correspondence, a few items were evident regarding its direction.

First is that the organization would not have *any* affiliation with preexisting professional organizations such as SMARTS, United States Sports Academy (USSA), the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD), or the Canadian Association for Health, Physical Education, and Recreation (CAHPER) (Zeigler, 1985). Dividing themselves from other organizations was not only professional, but it was also personal. Indeed, it was a real correspondence between Zeigler (August 1985; September 1985) and Parks on whether certain persons affiliated with SMARTS [e.g., Guy Lewis, Harold VanderZwaag] should

be included in the discussion or not, as they were considered to be ‘responsible for the demise of SMARTS’ (Zeigler, September 1985).

Second is that the organization for Sport Management, as an academic field advancing knowledge and pedagogy, was to be broad (Bowers et al., 2014; Seifried, 2014). Zeigler, Parks, and others desired “its disciplinary foci” (p. 566) to “span the spectrum of sport and physical activity sectors, not just those sectors related to commercial sport” (Bowers et al., 2014, p. 566). Such a position contradicts the curricular research by Ulrich and Parkhouse (1982) a few years prior, which highlighted business and market-based pedagogical material [i.e., management principles, administration, and internships]. Recall from above, the latter of which became the ‘foundation’ for Sport Management (Lecture, 2001). With this in mind, Sport Management’s commitment to the business of sport and a market-based curriculum approach was moving away from the intellectual grounds of the discipline: the Harvard Business School (HBS).

Harvard Business School and its Impact on Sport Management

Sport Management can trace its intellectual roots to HBS and its interest in economic and business history (de Wilde et al., 2010; Seifried, 2014; Taylor & Gregg, 2019). The impact of Alfred Chandler, Jr. is of particular note. HBS hired Chandler to direct the program toward using history and sociological theory to blend with economic approaches to research (de Wilde et al., 2010). He is well-known for his Pulitzer Prize-winning book *The Visible Hand* (1977), in which the visible hand of the manager was argued to have supplanted the invisible hand of the market (de Wilde et al., 2010). This history challenged widely accepted economic models [i.e., Adam Smith] on growth and business through markets (de Wilde et al., 2010). Chandler sought to study “change over time” (p. 409) and advocated for “understanding broad historical shifts and trends” (de Wilde et al., 2010, p. 409). He implemented “hard statistics” (p. 409) and empirical

information to generate a theory similar to other scholars that bridged sociology and economics [e.g., Émile Durkheim, Marcell Mauss, Talcott Parsons, and Max Weber] (de Wilde et al., 2010). This included an “ability to *generalize* trends and examine causation across vast historical periods” (de Wilde et al., 2010, p. 409). Such an approach influenced several important figures in Sport Management, including Zeigler, Lewis, and Stephen Hardy (de Wilde et al., 2010; Seifried, 2014; Taylor & Gregg, 2019). For example, Chandler’s influences can be seen in Zeigler’s (1951) dissertation, which blended history and philosophy. Zeigler’s later research projects [see McCristal, 1967; 1975; 1979b; 1979c] also had a historical approach to physical education. According to Seifried (2014), Zeigler’s step-uncle was an HBS graduate, and, in discussion with him, was inspired by the approaches to research and learning, specifically using case studies for administration and management techniques.

HBS then influenced one of the intellectual founders of Sport Management in two ways: [1] implementing history as a part of projects for assessing the present and planning for the future [e.g., Zeigler, 1951, 1968, 1987, 1992, 1995, 2007a, 2007b], and [2] introducing case study to Sport Management and Administration researchers and practitioners [e.g., 1959a, 1959b, 1968, 1982]. These two approaches allowed students to “review real-life historical episodes for the formulation of solutions or responses toward established goals and objectives” (Seifried, 2014, p. 89-90).

Sport Management Journals

In this early formation of Sport Management, one of the items Ziegler, Parks, and others considered important to stand on its own as a legitimate discipline is a journal attached to a professional organization. A journal attached to a professional organization is a conduit to produce and circulate a body of empirically driven theory (Hardy, 1986) that, according to

Greenwood (2012), creates the legitimacy needed to “position themselves as the adjudicators” (p. 118) for Sport Management. This led to the creation of the *Journal of Sport Management*, with Human Kinetics Publishers as its publisher, in October 1986. Human Kinetics was a publication company dedicated to providing research on physical activity and education, sport, kinesiology, and public health. This is crucial for Sport Management as a ‘science’ in higher education. Sport Management needed to produce empirically driven theory specific to the discipline and unique enough to differentiate itself from Physical Education and other domains (Hardy, 1986). Few scholars at the time produced theory and concepts sufficient enough to differentiate Sport Management from other disciplines [e.g., Chelladurai and sports organizations]. Sport Management scholars turned to marketing to develop a body of empirically driven theory (Hardy, 1986). Indeed, the second journal formed by scholars in Sport Management was *Sport Marketing Quarterly (SMQ)* in 1992.

SMQ was a journal inaugurated to advance the development of theory in sports marketing for practitioners and academics (Peetz & Reams, 2011; Quarterman et al., 2005). Research in marketing is relatively new in comparison to overlapping domains in Sport Management and associated concepts and theories such as organizational behavior (Quarterman et. al., 2005). However, it is important to note the methodologism and data instrumentation in producing theory. In their scoping literature review of *SMQ*, Quarterman et al. (2005) noted that from 1992 to 2004, increasingly (Pitts, 2002), over 60 percent of articles used quantitative instrumentation to produce *knowledge*: values are collected and analyzed with mathematical instrumentation represented by varying statistical measures. Further, until the new millennium, descriptive statistics were the norm of the field [i.e., strategies for describing, organizing, and summarizing numerical data]. This includes means, mode, medium, standard deviation, and so forth.

Parametric statistics, however, are “more sophisticated for analyzing data” (p. 235) [i.e., *t*-test, ANOVA, correlation, regression, structural equation modeling] that by the new millennium and supplanted descriptive as the norm in Sport Management (Quarterman, 2005). The result of this shift in norms was a vogue in marketing research “to find differences, relationships, associations, and/or predictions of variables of interest” at a population level (Quarterman, 2005, p. 235).

Peeta and Reams (2011) extended this analysis to 2011 and found similar trends. However, Peeta and Reams (2011) identified an aspect of the literature in *SMQ* that Quarterman et al. (2005) did not: the consumer. By 2011, the consumer occupied almost 40 percent of the articles in *SMQ* (Peeta & Reams, 2011), producing inferential theory at the population level. These population level inferences of the human subject are used to produce a reductive model for a generalizable understanding. A highly representational commitment to producing and circulating information on the human subject cannot be overlooked. This *way of thinking* about the human subject helped legitimize Sport Management as an academic discipline and continued acceptance form a *regime of truth* in understanding the human subject.

For Sport Management, even as establishing a *regime of truth* furthers its claims to legitimacy, it is forming a political economy between the social body and *truth* contingent upon the continued production, regulation, circulation, and operationalization of that *way of thinking*. As such, reductive, highly representational models based on statistical metrics are accepted as legitimate. This *way of thinking* about the human subject slowly normalizes a table language, a specific commitment to the science that polishes and/or removes ambiguity. See Figure 2.4. Nevertheless, for Sport Management, as an emerging academic discipline attempting to create legitimacy for itself, a regime of tables and figures provided a reliable portrait to build a

foundation on all that can be known in human experience by reducing it to what is known: the table or figure. According to Foucault (1970[1994]), this is a positivist dream.

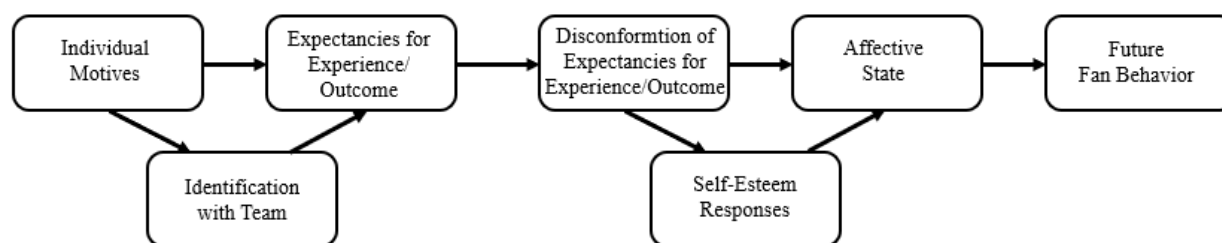
This positivist *regime of truth* is reflective of the broader partiality of this *way of thinking* in higher education at the time (de Wilde et. al., 2010, Seifried, 2014; Zeigler, 1982). Sport Management then tactfully fashioned legitimacy from it while erecting its foundations. Nevertheless, establishing a specific *way of thinking* in producing and circulating this form as a claim to science as a norm prompted division from within Sport Management: a dichotomy between quantitative and qualitative (Adcroft & Willis, 2008; Bort, 2010). In a letter to Thomas Hall, Gordon Olafson, and Parks, dated April 1990, Zeigler (1990) stated, “With our NASSM journal (*JSM*), we seem to be saying, “If we act like our so-called ‘hard science’ colleagues, we will get academic respectability.” He goes on,

Therefore, I ask, just who says, and on what authority, that such a report of the work of the ethics committee didn’t have a legitimate place in our august journal? Anyone who says this hasn’t read the Constitution carefully! What I am referring to here also, for example, I gathered from the comment of one reviewer, for example, that maybe what I submitted was not appropriate for our “distinguished” journal. One reviewer said something like “we don’t want such case method stuff.” In another context, a different reviewer said, “After all, this is a *research journal* [italics mine].” I can only respond by arguing that such people are so stupid or biased that they do not even understand (or recognize) the quasi-disciplinary and quasi-professional nature of Sport Management (and of sport and physical education for that matter). Further, they haven’t read the approved Constitution. Frankly, this type of comment represents the same G-D bias that we in social science & humanities areas, and those who are primarily concerned with professional preparation, have been experiencing from our “scientists” who somehow believe they are God’s anointed. Such a stance must be considered a ridiculous position for us, of all people, to assume in a stupid effort to gain phony academic respectability. (Zeigler, 1990)

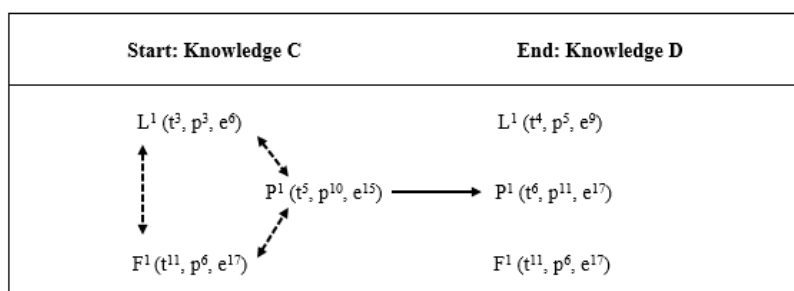
Figure 2.4.

Table Language for Sport Management in 'Sport Marketing Quarterly': Sport Spectator Consumption Behavior and Sport Management Interns

Model for Sport Spectator Consumption Behavior; Modified from Trail et. al.'s (2000 in Trail et. al., 2003)



Discrete Internship, Modified from Southall et. al. (2003)



Note. The models offered by Trail et. al. (2003) and Southall et. al. (2003) in *Sport Marketing Quarterly* is from the same volume and issue. Both models are based on similar ways of thinking about the human subject: process and outcome-oriented, identifying mediating variables.

Positivism and its instrumentation had an 'applied' voice that accommodated the practitioner and the marketplace in ways that constructivism and qualitative approaches to research could not (Greendorfer, 1983). More precisely, academics were more effectively able to create the legitimacy needed for Sport Management by weaving the growing economy of the sports

industry via one *way of thinking* at the expense of the other. This resulted in placing constructivism and qualitative research on the margins (Adcroft & Willis, 2008; Bort, 2010; Bowers et. al., 2014; de Wilde et al., 2010; de Wilde & Seifried, 2012; Seifried, 2014; Seifried, 2010): a *subjugated knowledge* “located low down on the hierarchy, beneath the required level [for] scientificity” (Foucault, 1980, p. 81-83) and academic respectability (Zeigler, 1990). As a result, functional conditions of *truth* in Sport Management are established and set to be circulated in a way that is attached to the productive capacities of the marketplace so as to produce and sustain it. This formation for *truth* in this early history of Sport Management restricts the student to functional or systematizing *discourses* at the level of the population. Within Sport Management then, *subjugated knowledge* is a double entendre: a disqualification of *knowledge* and concealing of the student behind functional or systematizing *discourses*. If the student is found, it is in the *regime of truth* mentioned above: reductive representation, or table language, for generalizable inferences [see Figure 2.4].

Effects on Curriculum in Sport Management

Throughout the mid-to-late 1980s, the NASPE Sport Management Task Force (later called NASPE-NASSM Task Force), with Brassie as chair, collaborated with practitioners in the sports industry and NASSM members to refine curriculum and develop guidelines for programs to prepare “competent professionals” (Higgins et al., n.d., p. 1). By 1989, a ‘Schema for Sport Management Curricula’ in *JSM* (Brassie, 1989a) released after years of collaboration with and accommodating the requests of industry professionals, information gathering, assessment - including curricular research by Bonnie Parkhouse (1978; 1980) and David Ulrich (Ulrich & Parkhouse, 1982), and provided recommendations for Sport Management programs geared towards the “specialized preparation of professionals” (Brassie, 1989a, p. 158). Nevertheless,

there is an item that is important to note about relying on the voice of practitioners in the sports industry (Parkhouse, 1978; 1980; Ulrich & Parkhouse, 1982) to form the early curricular norms of Sport Management (Sattler & Achen, 2021) and its effects on Sport Management curriculum.

Recall from above that these recommendations are for a serial grid of production by which pedagogical units are temporally and spatially segmented yet iteratively linked together in successive stages of production. In this way, each unit is articulated by its own specificity. At the same time, students are defined, organized, systematized, distributed, fragmented, and audited in a hierarchy of *knowledge* intended to produce the sports manager. Production then refers to the transformation of the Sport Management student into the sport manager. In this way, the sport manager is defined by the needs and desires of the sports industry and a part of the process of Sport Management, fashioning the authority it needs to determine its curricular offerings, a technocratic strategy to create legitimacy. One of the units NASPE Sport Management Task Force agreed on was field experiences, which was identified as the final segment in this serial grid of production. From Brassie (1989a),

Field Experiences. Practica - these experiences may take a variety of forms. Some may be extensions of a course while others may be self-contained. Some may be offered for academic credit. Typically, these are done on a part-time basis while involved in coursework, with less of a time commitment than in an internship. Practica are often performed in proximity to the camps and usually involve observing and assisting another professional. They must be supervised and evaluated by a qualified faculty member.

Internship - these experiences are self-contained for academic credit and are actual work in a Sport Management setting subsequent to the junior year, in which management practices are applied. Final arrangements for the internship are completed by a member of the faculty. The internship is full-time (40 hours/week) work experience for a minimum of 400 hours. It should be supervised and evaluated by a qualified faculty member (p. 162).

Field-Based Curricula in Sport Management

Practicums and internships are field-based pedagogies in Sport Management that came to the forefront of the discipline in the 1980s. At the time, however, practicums and internships were recommendations, not guarantees (Ross & Young, 1988; Southall et al., 2004), and the boundaries between the two were conditional to postsecondary and graduate education. In the late 1980s, internship experiences were associated with graduate programs, while practicums were undergraduate learning experiences (Parkhouse, 1987). By the early-2000s, internships were considered to be an undergraduate requirement, while practicums were to be pre-internship undergraduate learning experiences (Ross & Young, 1998; Southall et al., 2003), colloquially referred to as an ‘elective’ (Sattler, 2018). In comparing DeSensi et al. (1990) and Eagleman & McNary (2010), two studies that addressed the frequency of internship requirements in Sport Management programs, Sattler (2018) noted there had been a 17 percent increase from 63 percent to 80 percent in Sport Management programs requiring internships *before* graduation, while practicums were considered to be electives. There are a few similarities and differences between internships and practicums.

Foremost, both facilitate and structure an environment in which a student takes concepts and theories from the classroom and uses them to understand and elaborate on workplace experiences (Southall et al., 2003). However, this is the crux of the differences between practicums and internships. The student is working alongside a practitioner in a specific sport industry setting and a representative from their Sport Management program in a practicum (Southall et al., 2003). In an internship, however, the representative, usually an instructor, is more of a facilitator, as interactions and communication are more focused on the student and practitioner (Southall et. al., 2003). By comparison, communication in an internship decreases

the capacity of the instructor to monitor or provide guidance for a student while the practitioners' increases. Second, an internship, according to Sattler (2018), is becoming a standard requirement for all matriculating Sport Management students before graduation, while a student may or may not take a practicum or multiple practicums. Practicums are an elective (Sattler, 2018) in which students are recommended to take advantage of extra (Davis & Davis, 2018) opportunities offered to them while matriculating (Ledford et al., 2018; Pate & Shonk, 2015). Undoubtedly, an internship in Sport Management represented an emerging phenomenon in which students, as a matter of policy, are required to participate in a specific pedagogical activity *before* completing their matriculation.

Sport Management Internships

Setting standards of curriculum, pedagogies, and requirements, such as internships, enabled Sport Management to determine quality and quantity (Zakrajsek, 1993) and account for professional integrity (DeSensi et al., 1990). This was crucial as Sport Management was fashioning legitimacy for itself in academia (DeSensi et. al., 1990; Walker et. al., 2020). In the mid-to-late 1980s and into the 1990s, peer-reviewed literature emerged on internships and their relationship to Sport Management (Brassie, 1989a; Chouinard, 1991; Parkhouse, 1987; Sutton, 1989). Most literature was prescriptive, formulaic, and focused on developing Sport Management programs and systematizing the curriculum (Brassie, 1989a; DeSensi et al., 1990; Kelley, 1994; Lizandra, 1993; NASPE-NASSM J.T.F., 1993; Parks & Quain, 1986; Parkhouse, 1987; Ross & Young, 1998; Sutton, 1989). For example, Jones et al. (2008) mentioned that Kelley (1994) recommended that field-based pedagogies account for 15 percent of the total undergraduate curriculum in Sport Management.

By the late 1900s and early 2000s, however, there was a shift in the Sport Management internship literature to exploring and elaborating on the functional nuances of an internship such as administration (Kelley, 2004; Moorman, 2004; Stier, 2002; Williams, 2004; Young & Baker, 2004) and pedagogy (Dees & Hall, 2012; Lee et al., 2005; Pauline & Pauline, 2008; Pierce & Peterson, 2010; Spence et al., 2009) including learning models (Southall et al., 2003). This shift is emblematic of a growing field that is both standardizing and institutionalizing its pedagogy theories and practices into a curriculum and within the broader scope of the university (Walker et al., 2020).

Into the mid-2010s, systemization, administration, and pedagogy defined much of the literature on internships in Sport Management. However, in recent years, there has been a theoretical and methodological shift towards critical perspectives on Sport Management internships that attempt to recenter the student. More precisely, there are Marxist approaches to labor addressing systemic issues (Walker et al., 2020) and its neoliberal political economy of labor (Hawzen et al., 2018) that manages and controls Sport Management students through associated law, policies, and procedures [e.g., FLSA Internship Program] (Cho & Smith, 2015; Brady et al., 2018). Feminist approaches to Sport Management internships have also emerged, examining the sexual harassment of women while on internships and Title IX considerations (Harris et al., 2015; Hardin et al., 2021; Odio et al., 2019). The forthcoming section is a review of internship literature in Sport Management. Themes of various research studies and assumptions that underscore much of this literature are discussed. From this, a methodological critique is offered of the extant literature.

Institutionalizing Sport Management Internships

From the mid-to-late 1980s and into the 1990s, literature in Sport Management on internships began to emerge in relationship to the discipline (Brassie, 1989a; DeSensi et al., 1990; Kelley et al., 1994; Parkhouse, 1987; Parks, 1991; Parks & Quain, 1986; Ulrich & Parkhouse, 1982). These approaches enabled the discipline to set the standards of its curriculum, pedagogies, and requirements, including internships, as well as determine quality and quantity (Zakrajsek, 1993) and professionalism (DeSensi et al., 1990) in Physical Education departments attempting to direct resources towards Sport Management. This is a process of systematizing towards institutionalizing and, by extension, standardization. By systematization, it means categorizing, cataloging, and evaluating towards standardization and, by extension, institutionalizing a specific pedagogical practice.

Throughout the 1980s and into the 1990s, a few scholars were at the forefront of establishing curricular standards for Sport Management and the pedagogical role of internships, many of whom were on the NASPE Task Force, later called NASPE-NASSM Task Force, mentioned above. Such scholars include Stanley Brassie (1989a), Joy DeSensi (DeSensi et al., 1990; Kelley et al., 1994), Dennie Kelley (DeSensi et al., 1990; Kelley et al., 1994), Bonnie Parkhouse (1987, Ulrich & Parkhouse, 1982), Janet Parks (1991, Parks & Quain, 1986), David Ulrich (Ulrich & Parkhouse, 1982). These discussions were often prescriptive and formulaic but did much to legitimize and establish internships as standard pedagogical practice in Sport Management curriculums. This is evident in reconstituting an internship as a *recommendation* to a *requirement*.

Internship as a Recommendation

In a curriculum assessment of Sport Management programs in the United States, Parkhouse (1987) found that “the only application course reported as an offering by all 49 institutions were the practicum (internship)” with varying degrees of standardizing it within (p. 101). For example, regarding the latter point, 15 of the courses were “extensions of another applied course” (p. 101), while 34 were “self-contained” (p. 101) learning experiences (Parkhouse, 1987). Further, the majority (65 percent, $n = 32$) of internship offerings in Sport Management were not for academic credit (Parkhouse, 1987). Lastly, internships were graduate course offerings, while practicums were undergrad offerings.

Internship as a Requirement

By the early-to-mid 1990s, internships were ubiquitous in the literature on Sport Management curriculums. For example, DeSensi et al. (1990) identified internships to be heavily requested amongst industry professionals in surveying the sports industry. Further, as “each student progresses through the undergraduate curriculum [field experiences] should collectively account for approximately 15% of the total curriculum” (Kelley et al., 1994, p. 98). Within the decade, internships went from a recommendation to a requirement. More precisely, internships in Sport Management went from not being a requirement in the late 1980s (Parkhouse, 1987) to some institutions offering it as a requirement and others not in the early 1990s (DeSensi et al., 1990) to upwards of 80 percent offering it as a requirement by the end of the decade (Ross et al., 1998; Ross & Young, 1998). This is consistent two decades later, as Sattler (2018) identified that over 80 percent of Sport Management programs require internships before graduation. Ross and Young (1998) noted in their research into Sport Management curricular design standards,

Another interesting finding of the study was the overwhelming number of curricula which require students to complete an internship. The findings of this

study clearly support the earlier research...which emphasized the importance of the internship experience to the Sport Management curriculum. Internships are viewed as a vital component in the total education process through which the student gains important para-professional experience in the field (p. 52).

This increased institutionalization can, on the surface, be seen as a response to Bonnie Parkhouse, Janet Parks, David Ulrich, and others' research on curricular development throughout the 1980s, calls from researchers and practitioners (DeSensi et al., 1990; Kelley et al., 1994; Parks, 1991), and professional organizations, such as NASPE and NASSM, to emphasize internships in field-based curriculum.

‘Best Practices’ for Internships: Administration and Pedagogy

Between the late 1990s and mid-2010s, most of the academic literature on internships in Sport Management had an undercurrent of administration and pedagogy. Both thematic approaches to research are an extension of the systemizing research in which the discipline is attempting to standardize practices within the broader scope of the university [i.e., liability mitigation] (Bickel & Lake, 1999 in Moorman, 2004) and formulate learning models for enhancing the internship learning experience (Southall et. al., 2003). Each of these themes is discussed in turn.

Administration

There was a keen focus on programmatic requirements and formalizing policies, procedures, and quality control regarding ‘qualified students’ (Kelley, 2004; Williams, 2004) and legal considerations, such as liability mitigation, between parties (Miller et al., 2002) in academic literature. These themes represent the functional, both operational and practical, components of Sport Management internships. For example, consider Kelley (2004), Stier (2002), and Williams (2004). All of these studies have a similar approach to outlining an internship. First and foremost, defining and outlining an internship and identifying key

stakeholders. The latter includes, but is not limited to, the student, academic advisors, program administrators, institutions and organizations, and on-site supervisors. Next is the way this relationship is programmed or structured [e.g., requirements, policies, procedures] around recommended responsibilities for which stakeholders are accountable. As an example, Williams (2004) recommended that supervisors schedule weekly evaluation meetings, while Kelley (2004) mentioned that it is important for students to evaluate their internship site upon completion for quality control. At the intersection of these two points is the importance of communication and setting formal expectations amongst stakeholders. In this way, an internship, if structured appropriately, is a “win-win” (p. 11) for “student, faculty, educational institutions, and community” (Lee et al., 2005, p. 11).

Fair Labor Standards Act

The Fair Labor Standards Act (FLSA), 29 U.S.C. §§ 201 et seq. (1938) was enacted by Congress to monitor the relationship between employer and employee (Brady et al., 2018) to regulate deleterious labor conditions (Cho & Smith, 2015). Broadly, FLSA addresses aspects of employment related to minimum wage, hour regulations, overtime pay, and other labor standards for full-time or part-time employees in private and public sectors (Cho & Smith, 2015; Brady et al., 2018; Hawzen et al., 2018). FLSA also documents clauses or exemptions with which employers are or are not subject to the Act. For example, an industry must engage and/or produce goods for interstate commerce to be subject to FLSA (29 U.S.C. §§ 202(a)). However, according to Cho and Smith (2015), most industries engage in interstate commerce, both public and private. As such, Congress narrowed the conditions or exemptions (§ 213) in which an employer would not be subject to the Act (Cho & Smith, 2015). This included conditional terms of employment such as volunteers, trainees, and/or seasonal and recreational establishments

(Cho & Smith, 2015; Hawzen et al., 2018). All three are covered because there is a good deal of ambiguity in the Sport Management literature regarding internships, FLSA, and which of these categories may or may not apply. For example, Hawzen et al. (2018) frame internships in sports organizations within the litigious breadth of seasonal and recreational establishments, while Cho and Smith (2015) do it more with trainees. As such, covering all these examples and reviewing the FLSA Internship Program is important.

Trainees. The category of ‘trainee’ is the most often cited exemption in relation to internships (Cho & Smith, 2015). The litigious frame for Courts to reconcile the relationship between trainee and internship occurred in *Walling v. Portland Terminal Co.* (1947). The Court ruled that unpaid railyard brakemen were not considered ‘employees’ and not due wages because [1] the work served the interest of the employee, and [2] it provided no immediate advantage to the railroad company (Brady et al., 2018; Cho & Smith, 2015). Further, [3] it did not displace any workers, [4] did not increase productivity, and [5] did not guarantee the trainees a job as brakemen at the end of the training (Brady et. al., 2018). Thirty years later, *Isaacson v. Penn Community Services, Inc.* (1971) narrowed this exemption by shifting the loci of benefice from *who received the exclusive benefit* to *who received the principal benefit* in determining immediate advantage (Cho & Smith, 2015). Immediate advantage refers to the extent to which the employer benefits from the training. As a byproduct, this allowed more institutions to meet the trainee exemption (Cho & Smith, 2015). With these Court rulings in mind, the DOL and FLSA formulated the Internship Program test.

The DOL uses a six-factor test which a prospective internship *must* meet. As outlined by Brady et al. (2018) and Cho and Smith (2015), the six factors are:

1. Internship is similar to training in an educational setting.
2. Internship is for the benefit of the intern.

3. Intern does not displace regular employees.
4. Employer receives no immediate advantage from the intern's activities and may see its operations occasionally impeded.
5. Intern is not necessarily entitled to a job at the internship's conclusion.
6. There is an understanding among the parties that the intern is not entitled to wages.

Recently, these considerations were scrutinized in *Glatt v. Fox Searchlight Pictures*. In *Glatt*, unpaid interns who worked in the movie production of *Black Swan* filed a case against Fox Searchlight Pictures (Brady et. al., 2018). The interns claimed they were employees and were entitled to minimum wage and overtime pay (Brady et al., 2018). The U.S. District Court for the Southern District of New York sided with the plaintiff [i.e., the interns were employees but labeled interns] (Brady et al., 2018; Cho & Smith, 2015). However, the decision was later appealed, which had consequences for the DOL six-factor test.

In the appeal, the 2nd Circuit Court of Appeals overturned the decision from the district court (Brady et al., 2018). The Court reasoned that “the primary question is whether the employer or the intern is the primary beneficiary of the relationship” (Brady et al., 2018, p. 35). In order to address this question, the Court decided that the DOL six-factor test, in which all factors must be met, was not applicable to address the question (Brady et al., 2018). Rather, as provided by Brady et al. (2018), the Court reconfigured a *balancing test* with seven non-exhaustive considerations:

1. Clear understanding that there is no expectation of compensation.
2. Training provided is similar to that given in an educational setting.
3. Internship is tied to a formal educational program, including the receipt of academic credit.
4. Internship corresponds with the academic calendar.
5. Internship's duration is limited to the period during which it provides the intern with beneficial learning.
6. Intern's work complements, rather than displaces, the work of paid employees while providing significant educational benefits to the intern.
7. Internship is conducted without entitlement to a paid job at its conclusion.

With this new test, not all seven factors need to be met to determine whether a student is legally classified as an employee who is afforded FLSA protections or an intern who is exempt from FLSA protections (Brady et al., 2018). These factors, as a balancing test, “must be weighed and balanced with all circumstances in mind” (Brady et al., 2018, p. 35). This is the contemporary model for the FLSA Internship Program.

With this current model in mind, Brady et al. (2018) and Cho and Smith (2015) identified establishing an internship for academic credit as enough to satisfy the seven-factor balancing test for FLSA. Formalizing an internship as an academic requirement shifts the locus of benefice to the student, as expressed in internship manuals (Brady et. al., 2018; Cho & Smith, 2015). Manuals both formalize and outline policies, procedures, and expectations, which, in turn, can be used to provide exemption status to internship sites. This affirms the broad definition of benefit in exchange for labor (Cho & Smith, 2015, p. 157). This is also similar to volunteering in which benefit is defined broadly.

Volunteer. FLSA does not cover people who volunteer. The criteria for a volunteer are laid out in 29 U.S.C. §§ 203(e) [4](A)(i-ii): (i) person who either receives no compensation or a nominal fee to perform services and (ii) services are not similar to those already performed by employees (Cho & Smith, 2015), as a public or private sector company cannot use a surplus of volunteers as a substitute for full-time or part-time employees. There is also a “volunteer exemption” (p. 157) that applies to public sector organizations with their various community-oriented objectives (Cho & Smith, 2015). As such, the Department of Labor (DOL) defines a volunteer as [29 C.F.R. § 553.101(a)]

An individual who performs hours of service for a public agency for civic, charitable, or humanitarian reasons, without promise, expectation, or receipt of compensation for services rendered, is considered to be a volunteer during such hours. (Cho & Smith, 2015, p. 157)

To determine this dichotomy between volunteer and employee, DOL considers [1] benefits received from work, [2] length of time required for services, and [3] if services can be regarded as a norm regarding volunteer activities (Kalet, 1990), as determined in *Tony & Susan Alamo Foundation v. Secretary of Labor* (1985). For purposes here, it is important to note, as mentioned above, that the Court had a broad definition of benefits, which includes non-financial benefits in exchange for labor (Cho & Smith, 2015, p. 157).

Seasonal and Recreational Establishments. The last FLSA exemption to mention is regarding seasonal and recreational establishments. Employers who are entitled to FLSA exemptions must meet one of the following criteria:

1. It does not operate for more than seven months in any calendar year, or
2. average receipts for any six months of the preceding year were not more than 33.33 percent of its average receipts for the other six months of such year (29 U.S.C. § 213(a)[3]).

Cho and Smith (2015) mention that the term establishment is explicitly not defined. However, in 29 U.S.C. § 203(r), an establishment is seen as the physical location of a business in contrast to an enterprise, which may or may not include several physical locations for a business (Cho & Smith, 2015). There have been a few cases of seasonal employment and FLSA with sports organizations in regard to this exemption.

In *Jeffery v. Sarasota White Sox* (1995), *Adams v. Detroit Tigers* (1997), and *Bridewell v. Cincinnati Reds* (1998), the Courts ruled in favor of the defendant or the sports organization: *Bridewell* is an exception. This series of rulings set a few important legal precedents. In *Jeffery*, the Court ruled in favor of the defendant because the focus of seasonal and recreational establishments is in relation to business operations, not necessarily work (Cho & Smith, 2015); an intern can still work beyond the seasonal operations, but it does not entitle them to FLSA

considerations. Next, in *Adams*, the Court determined the criteria mentioned above were met, *and* even if the work is sufficiently different from and/or complements administrative staff in such a way to be considered an employee, it still does not entitle them to FLSA protections (Cho & Smith, 2015). Even if these cases were before the *Glatt* ruling, this is important for prospective interns because the criteria established above can preclude aspects of the seven-factor Internship Program as Courts determine relevancy based on specific aspects of the seven-factor balancing test to situate benefits. Last, in *Bridewell*, the Court sided with the plaintiffs or the interns. The Cincinnati Reds, according to the Court, did not sufficiently demonstrate that the criteria mentioned above were met (Cho & Smith, 2015). As such, this sets a legal precedent for the sports organization or defendant to adequately demonstrate the criteria, not the intern or the plaintiff.

Discrimination. Even if a Sport Management intern is not considered a full-time employee based on FLSA, all federal nondiscrimination laws [e.g., Title VII and Title IX of the Civil Rights Act and Americans with Disabilities Act] should, in theory, still apply (Moorman, 2004, p. 24). Such insight from Moorman (2004) is concerning, as the intersection of internships and Title IX protections is still a matter of debate in Sport Management on how best to protect students (Russ et al., 2017; Bugeja, 2018; Odio et al., 2019). Moorman (2004, p. 24) and Bugeja (2018, p. 12) offer summative insights into the current situation and ways forward.

The U.S. Court of Appeals in *O'Connor v. Davis* (1997) held that interns are not employees with respect to federal sexual harassment laws (Moorman, 2004). However, interns are not a homogenous category. Instead, interns can be divided into paid and unpaid, which may have specific legal consequences. A paid intern would have employee rights and protection from federal law and be privy to the organization's harassment policies (Moorman, 2004; Bugeja,

2018). However, depending on the state, unpaid interns would not. In most states, unpaid interns are not considered employees or protected against workplace harassment (Moorman, 2004; Bugeja, 2018). There are a few states where unpaid interns are protected [e.g., Maryland, New Jersey, New York, Oregon, California, and Connecticut]; however, in most states, interns are not protected. There are a few instances where protection status as an unpaid intern is not an issue.

For example, if a student is interning with a university program and/or activities, they are protected by Title IX. Title IX requires universities to have policies and procedures in place to “prevent and remedy” (p. 12) instances of reported harassment and/or discrimination (Bugeja, 2018). The Title IX coordinator is a person who [1] investigates reported violations and [2] directs those who have experienced harassment to resources such as counseling and/or awareness and guidance on jurisprudence, if necessary. However, if an unpaid intern experiences on-job harassment at a non-university site, which may or may not be covered by Title IX, it can confuse the student intern. Bugeja (2018) mentioned that most interns do not have Title IX resources available, and departments and programs may not have policies and procedures to mitigate harassment and/or discrimination. Within Sport Management, scholars including Odio et al. (2019), Taylor and Hardin (2017), Taylor and Paule-Koba (2020), and Hardin et al. (2021) have sought to understand the intersections of female Sport Management students experiencing sexual harassment and Title IX.

Hardin et al. (2021) found that 65 percent of women experienced some type of sexual harassment while completing an internship, which, according to Bugeja (2018), often goes unreported. In this matrix of minimal information, awareness, and guidance on rights and protections, sexual harassment has become a topic for integration into the curriculum of Sport Management programs (Taylor & Hardin, 2017; Taylor & Paule-Koba, 2020) and sessions to

increase awareness of Title IX rights and protections for students in internship settings (Odio et. al., 2019). This position for Sport Management informs Bugeja (2018) and Moorman (2004) position that an internship agreement should protect interns - paid or unpaid - from discrimination and/or harassment. This can include, if the organization does not have discrimination and harassment, using university policy (Bugeja, 2018). Further, if an organization does not agree to this, the program and university need to deem the prospective internship site unsuitable for students (Bugeja, 2018). Students should be made aware of Title VII and Title IX, not only in the classroom, as argued for by Taylor and Hardin (2017) and Taylor and Paule-Koba (2020), but also in internship orientation (Bugeja, 2018). These calls for increased awareness and formal guidance have more litigious weight behind them than they did twenty, even thirty, years ago as discourse on Sport Management internships was forming. In *Jan Doe v. Mercy Catholic Medical Center* (2017), the Third Circuit Court of Appeals reversed the decision made by The District Court, which ruled that Title IX could not be brought before the court. Rather, because the student is still tied to a publicly funded university and because the internship is educational Title IX applies (Bugeja, 2018).

Tort Liability. Tort liability considers who is responsible if an injury to an intern occurs on-site. For example, if a Sport Management student is required, as a part of university and program requirements for graduation, to complete an internship and is injured on-site, *how does tort law address this?* This issue concerns individual states and tort law considerations (Moorman, 2004). For example, Moorman (2004) examined tort law matters in Florida and identified a particular case. In *Nova Southeastern University v. Gross* (2000), the Florida Supreme Court ruled that the university and program must “act reasonably in making those assignments and warn their students of any potential dangers associated with an intern site”

(Moorman, 2004, p. 23). Based on the legal precedent of *Nova Southeastern University*, if a university or program in Florida positions itself responsible for matters related to the internship, including, but not limited to, mandating internships and approving site selection, it is accountable to “investigate the site and provide adequate warnings” (Moorman, 2004, p. 23).

Pedagogy

Internships in Sport Management are one of many forms of experiential learning. More precisely, it is a pedagogical unit that attempts to facilitate and structure an environment where students can apply concepts and theories from the classroom to the workplace. The former can broadly be viewed as a student’s deliberate immersion into a setting [e.g., athletic departments, campus recreation, community sports, and professional sports teams] to obtain job-related experience. In terms of the latter, it facilitates placing the student in an environment to develop inter-personal and intra-personal communication skills and on-site skill development alongside resume and network building. Essentially, the Sport Management student is cultivating a professional presence.

The institutionalization of Sport Management internships as experiential learning has been increasing in recent years (Sattler, 2018). Institutionalizing means establishing it as a norm or accepted convention within or a part of Sport Management programs. This is most notably seen in *COSMA*, which identified internships as integral to Sport Management programs (Schoepfer & Dodds, 2010; Sattler, 2018), and NASSM-affiliated journals, such as *Sport Management Education Journal (SMEJ)*, which produce learning models or suggestions for improving learning outcomes (Sattler, 2018). In particular, Sport Management scholars often use this space to discuss various case studies (Davis & Davis, 2018; Ledford et. al., 2018; Pate &

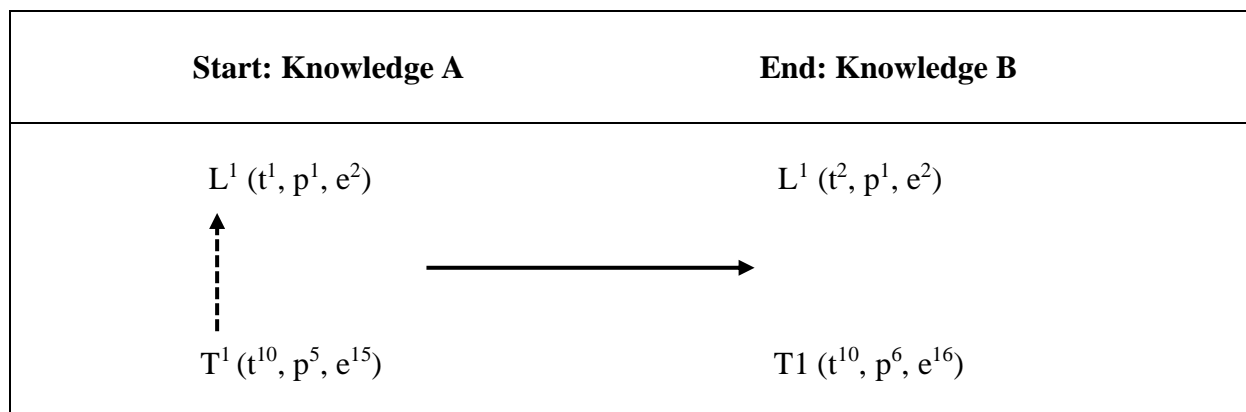
Shonk, 2015). One of the earliest examples of developing a Sport Management internship learning model was by Southall et al. (2003).

Sport Management Internship Learning Model

Southall et al. (2003) are one of the earliest attempts at outlining a specific internship learning model for Sport Management curriculums. The model offered by Southall et al. (2003) is a case study approach derived from the Sport Management program at State University of West Georgia [Carrollton, Ga.], now known as the University of West Georgia, working in collaboration with West Georgia Sport Marketing, a student-faculty cooperative in the Sport Management program. This model was developed in response to the increased awareness of Sport Management as an applied field and acknowledging two different forms of experiential learning, discrete and non-discrete (Southall et al., 2003). Regarding the former, these are separate learning experiences from the classroom, including practicums and internships. The latter refers to extensions of the classroom, such as field trips, site visits, and field-based projects. This is represented in Figure 2.3. However, the relationship between the persons involved, time, experience, and training are much different in internships and practicums.

Figure 2.5.

Discrete and Non-Discrete, Learning Activity Results, Modified from Southall et al. (2003)



Note. The Learner (L) has a specified amount of knowledge of theory (t), practice (p), and experience (e) in relation to the Teacher (T). This is represented by appropriate numbers such as superscripts. At the end of a learning activity, there, in theory, should be an increase (t) and experience (e) for Learner (L), but not necessarily practice (p). In terms of the Teacher (T), they acquire more practice (p) and experience (e) related to teaching Sport Management.

In an internship, the teacher or internship program coordinator, a representative from the Sport Management program, is more of a *facilitator* than a teacher (Southall et al., 2003).

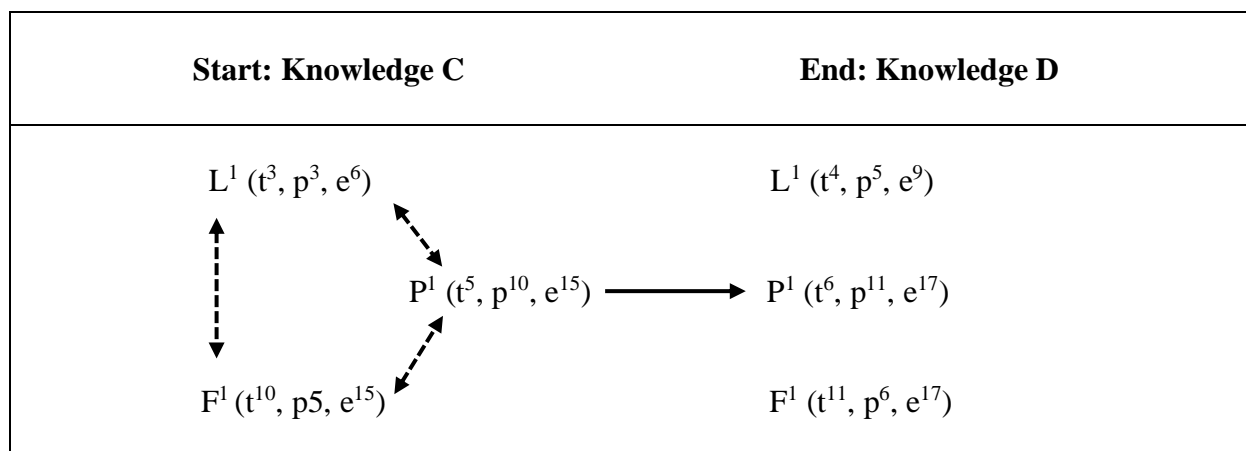
Interaction between stakeholders [e.g., teacher, practitioner, student] is more concentrated around the student and practitioner than a practicum, which is more oriented around the teacher and the student. Such a matrix for interaction has specific outcomes. First, it constrains the information the *facilitator* can obtain from the interns' experience (Southall et al., 2003).

Second, the teacher does not have too much of a voice in the experiential learning activities an intern partakes in (Southall et al., 2003), specifically monitoring or providing guidance. Last, it is assumed that the student "gains a tremendous amount of practical knowledge" (Southall et al., 2003, p. 30). With *discrete* and *non-discrete* learning activities and these outcomes accounted for, Southall et al. (2003, 2010) proposed a *discrete* learning model for internships [see Figure

2.4]. According to Southall et al. (2003), however, there may not be a need for dichotomies between *discrete* and *non-discrete*. Instead, a *meta-discrete internship* experience is proposed as an amalgamate of the *discrete* and *non-discrete* [see Figure 2.5].

Figure 2.6.

Discrete Internship, Modified from Southall et al. (2003)



Note. Before an internship, the Learner (L) has acquired a specified amount of knowledge on theory (t), practice (p), and experience (e) while matriculating through a Sport Management program. As a student prepares for an internship, the Teacher (T) is now a Facilitator (F) with a specified amount of knowledge on theory (t), practice (p), and experience (e) to help guide the student through their experiential learning. Further, the Learner (L) and Facilitator (F) are paired with a Practitioner (P) in the sports industry, who has, in theory, more knowledge of practice. This is represented by appropriate numbers such as superscripts. At the end of a learning activity, there should be an increase in theory (t), practice (p), and experience (e) for Learner (L), more so p than t. Further, the Facilitator (F) and Practitioner (P) should benefit accordingly.

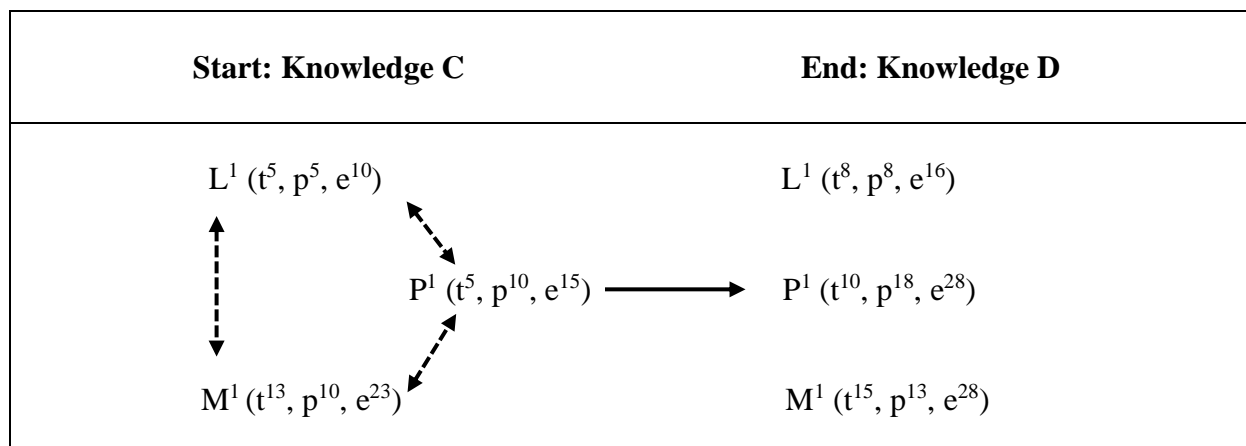
A few aspects of Southall et al.'s (2003) meta-discrete learning experience need to be mentioned. First, the Sport Management instructor is a *mentor*, more so than a *teacher* or a *facilitator*. As a *mentor*, the instructor assumes deeper involvement with the student than a traditional *discrete internship*. Such involvement is constituted around scaffolding theoretical and practical learning environments for the student to make connections between the classroom

and workplace (Southall et al., 2003). Scaffolding refers to instructors' techniques or pedagogical strategies to deliver content in segments. Second, the stakeholder relationship is scaffolded around a generalized experience and/or learning objective (Southall et al., 2003). An internship experience is not mutually exclusive across students. Rather, it is inclusive. Scaffolding is meant to be structured to accomplish the learning objectives, regardless of the context of the internship site. Third, it positions the *mentor* as an intermediary between the sports industry and higher education (Southall et al., 2003). Fourth, the matrix is constituted around various types of activities including, but not limited to, soliciting clients, presenting proposals, conducting research, and disseminating findings in an entrepreneurial environment (Southall et al., 2003).

These points can be seen in, for example, the University of West Georgia Sport Management program market research for Georgia State Soccer Association (GSSA) on community interest in a proposed professional soccer village around Stone Mountain (Ga.) as well as data for the Atlanta Beat (Women's United Soccer Association) on fans (Southall et al., 2003). This market research was done in collaboration with West Georgia Sport Marketing. This included collectively developing and implementing the necessary survey instruments to meet client's needs. This process involved conducting on-site surveys, analyzing data, finalizing presentations, and presenting the results to relevant audiences, the contracting sport organization, and members of the Sport Management program. The general idea is to have intentional out-of-classroom learning opportunities throughout matriculation under the direction and guidance of a representative from the Sport Management program (Southall et. al., 2003; Dees & Hall, 2012). From this *meta-discrete* learning model and its connection to relevant literature, there are a few items to review.

Figure 2.7.

Meta-Discrete Internship, Modified from Southall et al. (2003)



Note. Before a meta-discrete practicum or internship, the Learner (L) has acquired a specified amount of knowledge on theory (t), practice (p), and experience (e) while matriculating through a Sport Management program. As a student prepares for an internship, the Teacher (T) is now a Facilitator (F) with a specified amount of knowledge on theory (t), practice (p), and experience (e) to help guide the student through their experiential learning. Further, the Learner (L) and Facilitator (F) are paired with a Practitioner (P) in the sports industry, who has, in theory, more knowledge of practice. This is represented by appropriate numbers such as superscripts. At the end of a learning activity, there, in theory, should be an increase (t), practice (p), and experience (e) for Learner (L), more so p than t. Further, the Facilitator (F) and Practitioner (P) should benefit accordingly.

First, the prevalence of this approach to an internship in Sport Management is not clear. Dees and Hall (2012) applied the *meta-discrete* model to Grand Slam Marketing (GSM) at Georgia Southern University, and it was also mentioned by Attle and Baker (2007). However, aside from Dees and Hall (2012) and Attle and Baker (2007), there are few examples of *meta-discrete* learning in Sport Management internship literature. Second, many case studies on internships in Sport Management reference David Kolb's experiential learning theory [See Table 2.1]. Second, based on these models, experiential learning is a reflexive process that interacts with the subjectivity of the Sport Management student (Spence et al., 2009). By subjectivity, it is

meant internship spaces are meant to antagonize an aspect of the student's attachment to sport in relation to the external environment, in particular, emphasizing it is the student's responsibility to navigate this transformation (Spence et al., 2009). Last, many case studies on internships in Sport Management reference David Kolb's experiential learning theory [See Table 2.1].

Table 2.1.

Sample of Sport Management Articles citing Kolb's Experiential Learning Theory

Journal	Article
<i>International Journal of Sport Management</i>	Miller et. al. (2012)
<i>Journal of Hospitality, Leisure, Sport & Tourism Education</i>	Sattler (2018); Sheptak and Menaker (2016)
<i>Sport Management Education Journal</i>	Cohen and Nite (2019); Johnson (2020); Sauder and Mudrick (2018); Williams and Parker (2016)

Note. This is a non-comprehensive sample of Sport Management articles using Kolb's theory on experiential learning in relation to internships.

Kolb's Learning Model for Internships. According to Kolb (1971, 1984, Kolb & Kolb, 2009), experiential learning is a four-phase, cyclical process by which each process feeds into the next, which, in turn, feeds into the next. This cycle has four components: concrete experiences, reflective observation, abstract conceptualization, and active experimentation (Kolb & Kolb, 2009) [see Figure 2.6]. Sheptak and Menaker (2016) contend that a student can, in theory, enter into this cycle at any phase. Further, the learning experience moves in sequential order through all the phases: "Effective learning only happens when all four stages of the model are executed" (Sheptak & Menaker, 2016, p. 105). Moving through all four phases of this model results in a transformation of the student, which Kolb (1984) called the "transformation of experience" (p.

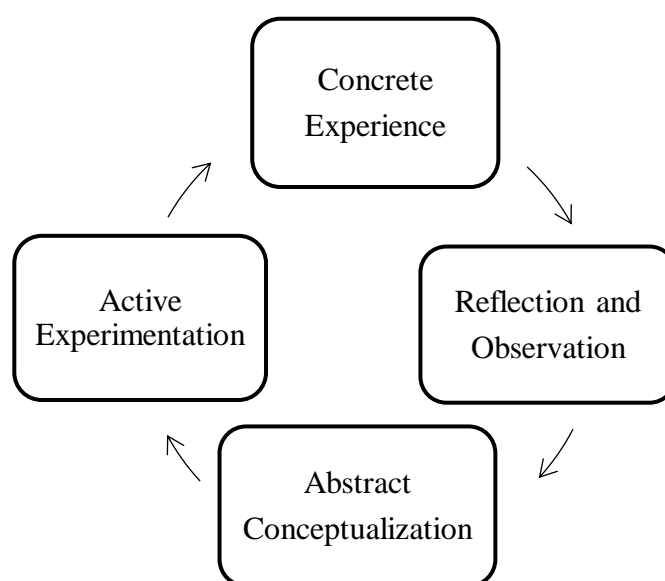
41). With this in mind, Sheptak and Menaker (2016) mention an undercurrent in Kolb's model that is also documented in Southall et al. (2003): experiential learning is a process the student is responsible for navigating. There are four latent items from the literature that need to be addressed.

First and foremost are Sport Management internships in relation to labor law. An internship is polymorphous and inchoate in practice. The labels, categories, and associations to human labor related to volunteers, trainees, and/or seasonal and recreational establishments intersect with the sports industry in varied capacities (Cho & Smith, 2015). Augmenting this inconspicuousness, the sports industry relies heavily on volunteer labor (Hawzen et al., 2018) across the non-profit, for-profit, public, and private sectors. Indeed, Wicker (2017), Ledford et al. (2018), and Hawzen et al. (2018) noted that this is a global phenomenon in which various organizations and events rely on thousands - if not tens of thousands - of volunteers. Sport Management programs, in turn, have incorporated volunteering as a form of experiential learning while matriculating through a Sport Management program (Ledford et al., 2018; Pate & Shonk, 2015) as well as service learning (Bruening et al., 2010; Fuller et al., 2015; Whitley et al., 2017). On the surface, it appears both experiential and service-learning, as a part of the Sport Management curriculum, are FLSA exempt, per Cho and Smith (2015). In terms of the latter, this is because some institutions in higher education are public sector and related labor for civic engagement programming meets the minimum requirements for the FLSA Internship Program balance test (Cho & Smith, 2015). Service learning is often referenced in relation to receiving academic credit (Fuller et al., 2015; Whitley et al., 2017), while volunteering is not. Instead, volunteering literature portrays Sport Management students as autonomous, entrepreneurial subjects taking advantage of extra (Davis & Davis, 2018) opportunities the program offers to its

students (Ledford et al., 2018; Pate & Shonk, 2015). It may be that the formalization of service learning is a strategy for volunteering and practice to maximize industry-related learning opportunities while avoiding FLSA violations.

Figure 2.8.

Miller et al. (2012, p. 26) modified Experiential Learning Model for Sport Marketing Student



Note. ‘Concrete Experience’ refers to a student fully immersing themselves and participating in a new experience. ‘Reflection and Observation’ refers to the student reflecting on the experience, ideally from different perspectives. ‘Abstract Conceptualization’ refers to the student utilizing concepts, learning from the classroom, from observations and reflections. Further, those abstractions are used to form theories of action, such as decision-making. ‘Active Experimentation’ refers to the decision-making informed by abstraction to solve problems in the field.

Second, as Alexander and Grow (2015) contend, the seasonal feature of FLSA qualifies many sports organizations for exemptions. With that in mind, employers who are in a position to fill relevant positions in the organization in a labor market that is over-saturated with qualified

labor can evade minimum wage and work-hour protections as thousands and thousands of interns into the sports industry each year (Hawzen et al., 2018). These low-to-no-wage positions increasingly encompass a larger segment of employment opportunities in the sports industry (Hawzen et al., 2018). Further, as mentioned above, formalizing internships as an academic credit has been the standard for the FLSA Internship Program *balance test*. Requiring prospective interns to receive academic credit provides another avenue for seasonal sports enterprises to remain in compliance with FLSA. However, such a framework is not without imbroglios. According to Cho and Smith (2015), the statutory definition of employee and its intersection with work is ambiguous. FLSA defines an employee as “any individual employed by an employer” (29 U.S.C. § 203(e)[1], while employ is regarded as “to suffer or permit to work” (29 U.S.C. § 203(e)[2](B). Cho and Smith (2015) noted that the Sixth Circuit Court of Appeals defined work as “physical or mental exertion for employer's benefit as well as standby or waiting time” (in *Hill v. U.S.*, 1984, p. 812). If an employer suffers or permits another person to work, the former can be subject to FLSA scrutiny regardless of intention (Murphy & Azoff, 1987 in Cho & Smith, 2015). This means that even as both Sport Management programs and the sport industry require academic credit for internships, as a mitigation practice to be FLSA compliant, it can still be subject to review.

Third, focus on industry experience throughout matriculation has resulted in ‘moving the goalposts’ for personal development and expectations for Sport Management students. For example, programs offering multiple practicum opportunities for academic credit and countless volunteering, or service-learning opportunities initiated. Per Southall et al. (2004), “successful Sport Management programs should maximize experiential learning experiences before students leave the university setting” in practicums or internships (p. 28). This is the crux for portraying

Sport Management students as autonomous, entrepreneurial subjects taking advantage of extra (Davis, 2018) opportunities offered (Ledford et al., 2018; Pate & Shonk, 2015).

Last, there is a noticeable lack of attention to students and their voices, given the focus on industry experience and liability issues [e.g., discrimination and tort]. Instead, it is mostly the voices of practitioners or Sport Management scholars in defining the need for industry experience and/or addressing ways to ensure the internship site, Sport Management program, and university are protected and/or absolved of liability. Regarding Sport Management research and internships, Peretto Stratta (2004) was the only peer-reviewed article found on internships that accounted for the student's perspective. Further, Peretto Stratta (2004), who cited internship literature as far back as the 1980s, only found two studies "exclusively on the concerns of Sport Management students" (p. 25) concerning internships. This general lack of focus on students is underscored by the fact that, despite FLSA and other laws, little has been done to address contractual or labor rights and courses of action (Moorman, 2004) for Sport Management students, especially on Title IX issues (Odio et al., 2019; Taylor & Hardin, 2017; Taylor & Paule-Koba, 2020; Hardin et al., 2021).

Internships in the Sport Industry

In February 2014, Jason Belzer, a sports attorney, declared in *Forbes* (2014) that interns are vital to establishments throughout the sports industry and their operations:

The number of agencies, organizations, and institutions small and large in the U.S. sports industry today is seemingly endless. Each of these entities hires a number of interns each semester to help support their operations. While obtaining an internship in sports is extremely competitive, it is also a necessity for anyone that wants to eventually work in the business (p. 2).

Growth of the sport industry is widely cited by persons in Sport Management, from Bonnie Parkhouse in the early 1980s to Matthew Hawzen (et. al., 2018) and Nefertiti Walker (et. al., 2020) within the past five years, as evidence for the relevancy of internships. This relevancy is

juxtapositioned against the claim that Sport Management programs are growing, which, in turn, set internships as “the modus operandi” of the discipline (Schneider & Stier, 2006, p. 35). This suppositive tapestry situates Sport Management programs as the, if not most important, conduit for sports industry interns. The threads to this fabric between Sport Management programs, the sports industry, and the prospective sport manager [i.e., intern] go back to the early work of Stanley Brassie (1989a), Joy DeSensi and Dennie Kelley (DeSensi et al., 1990), Bonnie Parkhouse (1987, Ulrich & Parkhouse, 1982), Janet Parks (1991, Parks & Quain, 1986), and David Ulrich (Ulrich & Parkhouse, 1982) chronicled above on curricular standards for the discipline. Within this relational framework is the intern pursuing a degree in Sport Management, the program coordinator or academic supervisor attached to the university, the on-site supervisor, and balancing expectations (Kelley, 2004; Southall et al., 2003). The forthcoming subsections review the literature on internships in the sports industry and the themes identified in each.

Students

One of the first articles to focus exclusively on the needs and concerns of Sport Management students and their internship experiences was conducted by Terese Peretto Stratta (2004) in the *Journal of Physical Education, Recreation & Dance*. The findings were based on a four-year study into the needs and concerns of Sport Management student’s internship experiences and professional development. Accounting for students’ needs and concerns is extremely important, especially considering, in most cases, it is the student’s responsibility to secure an internship (Brown et al., 2016). There were three themes highlighted by Peretto Stratta (2004) - *personal*, *goals*, and *challenges* - that were of significance to Sport Management students.

In terms of *personal*, students made it clear that compensation, location, and timing were major considerations for them. Many students could not participate in an internship without financial [e.g., salary, tuition waivers, per diem] or non-financial resources [e.g., access to housing]. This consideration could have been augmented in recent years with increased tuition costs and rising student loan debt (Sattler & Achen, 2021; Walker et al., 2020). This is compounded even more if relocation hinders students' support systems [e.g., familial, emotional]. Timing, or the length of the internship and its connection to education plans or other responsibilities, was another issue for students. For example, Hawzen et al. (2018) noted that student-athletes pursuing a degree in Sport Management could fall behind because of their responsibilities as athletes by inhibiting networking capabilities and internship placement. In terms of *goals*, this referred to the extent to which an internship site matched the students' professional goals. Considerations include but are not limited to, the mission of the organization, its size, perception or status organization, access to a specific area of concentration [e.g., marketing, operations], and designed segment [e.g., amateur, college, professional, and retail]. Last is *challenges*. Students desired to be challenged during an internship. This is congruent with later work by Koo et al. (2016) and Ross and Beggs (2007). Peretto Stratta (2004) noted the following items regarding 'being challenged at work' while on an internship: [1] appropriateness of work, [2] clarity of duties, [3] scope of work, [4] degree of respect, and [5] degree of exploitation. While the nuances of this are to be discussed in more detail below, it should be noted that "students generally preferred to remain busy and to be challenged by a variety of activities" (Peretto Stratta, 2004, p. 28).

At the time, this study and its findings were a landmark in Sport Management. Up until Peretto Stratta's (2004) project, there were only two studies that attempted to account for the

concerns of Sport Management students on internships: Bell and Countiss (1993) and Sutton (1989). According to Peretto Stratta (2004), both of these had significant empirical limitations. This led Peretto Stratta (2004) to claim, “to date, no empirical studies have examined the Sport Management internship from students’ perspectives” (p. 25).

On-Site Supervisor or Practitioner

As far back as the research conducted by Parkhouse and Ulrich (Parkhouse, 1987; Ulrich & Parkhouse, 1982) and others (Parks, 1991; Parks & Quain, 1986), there was a self-identified need for the discipline of Sport Management to identify needs of practitioners, determine relevant skills of the sport manager (DeSensi et. al., 1990) and scaffold that into a learning experience. There have been a few studies on the on-site supervisor or practitioner expectations of Sport Management interns and information [e.g., skills] mentioned in calls for internship. In terms of the latter, Sattler and Achen (2021) documented the following areas of concentration in calls for internships in the sports industry: digital content [e.g., media, graphic design, social media, production], sales [e.g., tickets, box office, corporate sales/ partnerships], and operations [e.g., event/facility management, game operations]. The same study identified the following skills as important: computer, writing, and communication skills. According to Sattler and Achen (2021), these skills are not too different from full-time job listings and, based on Cuneen and Sidwell’s (1993a) research, have not changed in almost thirty years. The premise guiding these expectations is that students must enhance their ability to communicate, problem-solve, interact, relate, and work effectively with others (Ross & Beggs, 2007) for employment and educational-related benefits.

In comparing different sectors of internship sites, Beggs et al. (2006) noted that employment and educational-related benefits, campus recreation, and local community sectors

desire interns to do any task asked of them and to treat them the same as employees but not necessarily be well-compensated, if at all. This is important because, even though students tend to work across a variety of sectors (Hawzen et al., 2018; Koo et al., 2016; Walker et al., 2020), Sport Management students have on-campus internships in recreational settings (Beggs et al., 2006; Ross & Beggs, 2007) or athletic departments (Odio et al., 2019). The findings from Beggs et al. (2004) supported the work of Williams (2004), who identified practitioners' desire for interns to work *more than* 40 hours a week while demonstrating a willingness to take on any task required. According to on-site supervisors or practitioners, this type of total immersion is important for students because it allows them “to get the most from their internship experience” (p. 15), regardless of whether it is a mundane or meaningful task (Beggs et al., 2006). With this in mind, there are contradictions or underlying tensions in the literature between students, practitioners, and academics in Sport Management conducting the research.

According to Peretto Stratta (2004), students want to be challenged and perform work that is appropriate and clarified, while practitioners seem to agree and then some [i.e., ‘go the extra mile’] (Beggs et al., 2006). This is the case even if a skill gap exists between the classroom and industry (DeLuca & Braunstein-Minkove, 2016). However, in Beggs et al. (2006) and Ross & Beggs's (2007) discussion, the researchers clarify that students are not capable or qualified to take on too much responsibility. Beggs et al. (2006) argued that practitioners overestimate interns' skills. Further, it is a liability for the internship site to give too much responsibility to the student, as there is a brand image or ‘reputation’ to maintain (Ross & Beggs, 2007).

Readdressing employment and educational-related benefits, there were quite a few differences of opinions and latent considerations in comparing students and on-site supervision or practitioners.

Students and On-Site Supervisor or Practitioner: Benefits

Employment-Related Benefits

Regarding employment-related benefits, the most ubiquitous item is financial or non-financial compensation [e.g., housing]. Ross and Beggs (2007) made it clear that students “firmly believed that interns should be financially compensated for work performed during the required time with the agency” (p. 10). The conditions for this reason are the same in Ross and Beggs (2007) as it is in Sattler and Achen (2021) and Walker et. al. (2020) over a decade later: it can be difficult for students to navigate the logistical circumstances of an extended period for employment with minimal to no financial compensation. With this in mind, there are four items to review concerning this literature.

First, the extent to which employers pay an intern depends on the FLSA Internship Program and the exemptions provided (Ross & Beggs, 2007). It is important to note that these findings stayed the same *before* the *Glatt v. Fox Searchlight Pictures* ruling and *after* it despite the reconfiguration of the FLSA Internship Program. This court decision sided with interns that, in completing tasks unrelated to educational outcomes, they were employees labeled as interns. This leads to the second point. Students felt like they were a source of cheap labor and often left internships alienated and devalued (Ross & Beggs, 2007); more on this in the next section on Education-Related Benefits. Third is the academic credit framework centering on [1] hours credited to the internship relative to the overall number of credit hours required for graduation and [2] assigning grades in either a Pass/Fail or Satisfactory/Unsatisfactory framework. According to students (Ross et al., 2006), the latter affects their performance. The Pass/Fail or Satisfactory/Unsatisfactory grade system does not affect the overall grade point average (Ross & Beggs, 2007). Students evaluated with a letter grade perform at a higher level by comparison

because it affects the grade point average (Ross & Beggs, 2007). It is important to note that campus recreation and community are, according to Beggs et al. (2006), more likely to advocate for the ‘Pass/Fail or Satisfactory/Unsatisfactory’ grade system than the commercial sector. The reasons for this are not clarified by Beggs et al. (2006). Last, on-site supervisors and practitioners were emphatic that prospective interns should not select internships based on benefits such as housing and compensation (Ross & Beggs, 2007), the *personal* consideration mentioned by Peretto Stratta (2004). In considering Ross and Beggs (2007) and Peretto Stratta (2004) then, students are to be urged not to make decisions based on their support system [e.g., financial, familial, emotional], even though it is their responsibility to secure and complete an internship (Brown et al., 2016).

Education-Related Benefits

From Beggs et al. (2006), Kelley (2004), Peretto-Stratta (2004), Ross and Beggs (2007) to Koo et al. (2016) and Brown et al. (2016), academic literature supports the conceptual basis and general importance of experiential learning associated with internships. More precisely, internships are settings in which theories and concepts in the classroom (Kelley, 2004) can bridge with professional practice to provide communication, problem-solving, and human relation skills (Beggs et al., 2006; Ross & Beggs, 2007) towards cultivating a “professional self” (Peretto-Stratta (2004, p. 27). Further, this learning experience is the “most vital [educational] aspect of the [Sport Management] curriculum” (p. 77), with practicums the next (Brown et al., 2016). However, there remains a disconnect between students and on-site supervisors or practitioners regarding education-related benefits.

Students did not feel as if they were given enough opportunities to demonstrate leadership abilities or “fully use their skills” (p. 11), which is exacerbated by the aforementioned

feeling of a source of cheap labor (Ross & Beggs, 2007). From this, there are a lot of contradictions in the academic literature on this issue of cheap labor. For example, although internships have similar job calls as a full-time employment job listing (Sattler & Achen, 2021), while Beggs et al. (2006) argued that practitioners tend to overestimate the skills of the intern, Ross & Beggs (2007) argued internship sites prefer not to give students too much responsibility or let them lead projects. This general disconnect informs students' concerns Peretto Stratta (2004) mentioned regarding the appropriateness of work, clarification of duties, scope of work, degree of respect, and degree of exploitation. The latter of which is of note because,

Students hesitated to question or complain about this form of exploitation because they feared being labeled as “a problem,” which could have a negative impact on the outcome of their internship. More specifically, students feared they would receive a negative recommendation or no recommendation following the internship, which could adversely affect their entrance into the sport industry. (Peretto Stratta, 2004, p. 28)

This is while working with no expectation of financial compensation and demonstrating a willingness to do any task asked of them (Beggs et al., 2006) without a clear outline of duties and/or appropriateness of specific tasks requested (Peretto-Stratta, 2004). This theme of ambiguous labor conditions has continued (Hawzen et al., 2018; Walker et al., 2020). Not only has it continued, but it is also an expectation in Sport Management. According to one of Hawzen et al. (2018) research participants, “Starting from the bottom [in sports] just sounds like hell. But we’re taught that it’s such a hard industry to get into that you have to get your foot in the door at the bottom” (p. 196). In other words, the ‘demonstrate a willingness to do any task asked’ is a highly normalized practice within Sport Management programs and across the sports industry. Further, the ability to withstand long hours is often part of the Skills section of internship job postings (Sattler & Achen, 2021). There are three undercurrents here.

First and foremost, despite the reconfiguration of the FLSA Internship Program post-*Glatt v. Fox Searchlight Pictures*, it does not seem there have been any substantial changes in labor conditions for Sport Management interns. Second, students are struggling with the relationship between duties, appropriateness of work, and educational value relative to possible exploitation (Hawzen et al., 2018). The reason for this, based on the literature, may relate to the way benefits are configured, specifically in relation to internships as a requirement in Sport Management programs and attached to a university. Last, this configuration for beneficence accommodates academic credit for an internship, the internship corresponding to the academic calendar, and programs and their curriculum tied to a formal institution. This, in theory, addresses the balancing test to confer FLSA exemption status to internship sites.

Sport Management Programs and Internship Coordinator

Based on the position of the academic literature, the Sport Management program and the internship coordinator are facilitators and/or mediators for points of disconnect between employment and education-related benefits (Kelley, 2004; Ross & Beggs, 2007). For example, in terms of employment-related benefits, Ross and Beggs (2007) argued that “to avoid misunderstanding and frustration” (p. 10), there should be a clear understanding regarding full-time employment possibilities after the completion of the internship. Transparency on this issue can or is often resolved in internship manuals for Sport Management programs or a memorandum of understanding between parties. In another example, Ross and Beggs (2007) mentioned that because faculty members are not fully present during the internship, the Pass/Fail or Satisfactory/Unsatisfactory is the most appropriate grade system in relation to the program rather than an A-F grade scale and helps maintain the “integrity and consistency in the awarding of grades” (p. 11). This point builds on Kelley’s (2004) point that at least one standard or

protocol needs to be established across programs to ensure consistent operating conditions. Kelley (2004) built on this point by identifying two internship components vital for quality control.

First are observations. While Kelley (2004) seems to be referring to observations as an in-person evaluation or check-in, it should be noted that it may not be feasible for the internship coordinator, who may be overseeing a lot of Sport Management students on internships (Brown et al., 2016), to conduct an on-site visit. This, however, does not preclude periodic meetings with the student, either virtual or in the office of the internship coordinator (Brown et al., 2016). The general assumption in Kelley's (2004) observation is that there should be a periodic and strategic check-in scaffolded into the internship experience. The second is workload. This includes an explicit understanding of credit hours received for completing an internship and assignments such as journaling, research papers, or capstone projects. Since Kelley's (2004) work in the early 2000s on quality control, Brown et al. (2016) found that the academic responsibilities of the Sport Management student on internships are standard across Sport Management programs. For example, around 65 percent require a project at the end of the internship, such as a capstone paper (Brown et al., 2016). Even more common than the final project was journaling. Upwards of 96 percent of Sport Management programs require journaling or written logs [e.g., either weekly, monthly, or bi-monthly] (Brown et al., 2016). This occurs alongside periodic meetings with the student (Brown et al., 2016), which affirms Kelley's (2004) recommendation, and site supervisors evaluating interns' performance (Brown et al., 2016) [see Table 2.2]. There are a few items to mention from these two points.

Table 2.2.*Young and Baker (2003): Eight Suggestions for Internships*

Pedagogical Content	Student: Content	Program: Purpose
Course Objectives	In syllabus, interns are made aware of objectives, learning outcomes.	Maintain credibility and integrity of program.
Internship Journals	Reflective-learning activity	Monitoring student progress
Research Paper	‘Shadowing’ industry professionals and learning	Opportunity to build and maintain partnerships.
Capstone	Comprehensive overview of Sport Management skills and knowledge learned in previous Sport Management courses and applying them in the field.	Monitoring and Grading
Self-Evaluation and Summary	Opportunity to self-evaluate and reflect on their internship experience.	Grading and Site Evaluation
Site Evaluation	Opportunity to evaluate the internship site.	Evaluate site for appropriateness in the future.
Sport Management Curriculum Evaluation	Opportunity for students to evaluate ‘preparedness’ and supervisors can evaluate the extent to which they felt the student was prepared.	Opportunity to evaluate and adapt curriculum.
Evaluation by Supervisor	Supervisors prepare performance audits or evaluations.	Grading

Note. The table has been modified to account for probable purposes for Sport Management programs.

First, there is no standard or consistency in terms of the way in which an internship is administered and/or supervised. Sometimes, it is a full-time internship coordinator [around 50 percent of programs] (Brown et al., 2016). Other times, the supervisor is a faculty member

[around 25 percent] (Brown et. al., 2016). Occasionally, Sport Management programs do not have anyone responsible for supervising internships [around 10 percent] (Brown et al., 2016). Second is that, although Kelley (2004) argued for it, there was no mention in Brown et al. (2016) of the frequency, let alone capacity, of students evaluating their internship sites. This is an issue of quality control as it does not allow students a procedural avenue to assess their on-site supervisor or practitioner. Quality control is the third point. For Sport Management programs, quality control (Kelley, 2004) is towards “minimizing the legal risks associated with adding rigor and substance to an internship” (Moorman, 2004, p. 24). Minimizing legal risk means reducing liability on the Sport Management program procedurally and somatically. In terms of the former, lack of standard or consistency in administering and supervising an internship alongside ineffective planning [see Hardin et al. (2021), Odio et al. (2019), Taylor & Paule-Koba (2020) on Title IX and sexual harassment on internships] can leave programs liable, if not appropriately addressed [i.e., plausible deniability in *Nova Southeastern University*], while also reducing formal reporting streams that document issues. This is compounded by the latter, highlighted by Peretto Stratta (2004), in that students are not inclined to question or complain about forms of exploitation.

(Re)Centering the Student: Critical Perspectives on Sport Management Internships

Since 2015, literature has emerged with students at the forefront of discussion on internships in Sport Management [See Table 2.3]. The appearance of student-centric literature has not necessarily taken away from the research on administration and pedagogy mentioned above. Instead, shifting focus to Sport Management students is an emerging area of research in the internship literature. This includes but is not limited to, systemic issues in Sport Management internships (Stier, 2017; Walker et al., 2020) around a neoliberal political economy of labor

(Hawzen et al., 2018) and feminist perspectives of Sport Management internships (Harris et al., 2015; Hardin et al., 2021; Odio et al., 2019).

Table 2.3.

Sport Management Education Journal, Internship and Experiential Learning Literature (2007-2021)

Year	Issue	Internship Articles	Authors	Category	Theme
2007	1	1	Cuneen & Sidwell (2007)	Students	Critical
2008	1	1	Pauline & Pauline (2008)	Business	Pedagogy
2009	1	3	Spence et. al. (2009)	Business	Pedagogy
			Williams & Colles (2009)	Business	Pedagogy
			Cuneen & Sidwell (2009)	Business	On-Job
2010	1	2	Bruening et. al. (2010)	Business;	Pedagogy;
			Pierce & Peterson (2010)	Business	Pedagogy
2011	1	1	Lee & Han (2011)	Business;	On-Job
2012	1	1	Dees & Hall (2012)	Business	Pedagogy
2014	1	1	Pauline (2014)	Students	On-Job; Pedagogy
2015	1	1	Pate & Shonk (2015)	Business	Pedagogy
	2	0	-	-	-
2016	1	3	Koo et. al. (2016)	Students; Business	On-Job; Administration
			Martin et. al. (2016)	Business;	Pedagogy;
			Williams & Parker (2016)	Business	Pedagogy
	2	3	Odio & Kerwin (2016)	Business	On-Job
			Bush et. al. (2016)	Business; Student	Pedagogy; Critical
			McDonald & Spence (2016)	Business;	Pedagogy
2018	1	1	Sauder & Mudrick (2018)	Business	Administration
	2	1	Diacin (2018)	Business	Pedagogy
2019	1	1	Cohen & Nite (2019)	Students	Critical
	2	1	Odio et. al. (2019)	Students	Feminist
2020	1	3	McClean et. al. (2020)	Students	Critical
			Johnson (2020)	Business;	Conceptual;
			Alfaro-Barrantes et. al. (2020)	Business	Pedagogy
	2*	2	Jacobs et. al. (2020)	Business	Pedagogy
			DeLuca & Fornatora (2020)	Business	Pedagogy
2021	1	3	Birmingham et. al. (2021)	Students	On-Job

			Sattler & Achen (2021) Walker et. al. (2021) Hardin et. al. (2021) Arinze et. al. (2022)	Business; Students; Students Students	Administrative; Critical Feminist Pedagogy
	2	1			
2022	1*	1			
	2	0	-	-	-
2023	1	0	-	-	-
	2*	0	-	-	-
Total	22	30			

Note. An asterisk (*) designates a Special Issue. The categories are based on Business and Students. Themes associated with Business entail pedagogically or administratively enhancing the internship experience. Themes associated with Students entail items associated with student experience and paradigms used to understand experience.

Neoliberal Political Economy of Labor

Regarding internships in Sport Management as a neoliberal political economy of labor, this is most emblematic in Walker et al. (2020) and Hawzen et al. (2018). These articles are Marxist labor critiques that question systems of production in late-stage capitalism. For example, one of the major findings was the “pressure of employability” (p. 192-193) in which ‘internship, internship, internship’ is at the forefront of their Sport Management experience (Hawzen et al., 2018). This is so pervasive that a future job in the sports industry is considered to be contingent upon it (Hawzen et al., 2018). Such pressure coincides with the hegemonic practice of unpaid internships in Sport Management (Walker et al., 2020) and intense competition for positions. The assumption is that employers emphasize practical experience [i.e., job experience] and an efficient understanding of Sport Management theories and concepts (Williams, 2004; Southall et. al., 2004) while opportunities for internship positions are finite. A by-product of this assumption is competition. Competition is a hegemonic script in Sport Management that concerns both internships and matriculation, from introduction courses to internship completion (Ross et al., 2021). These conditions are emblematic of Karen Ho’s biographies of hegemony (2009), in

which students in a prospective field are conditioned to accept a norm while faculty and staff take it for granted (Walker et al., 2020). According to Walker (2020),

Sport Management students in this study have accepted unpaid internships as the unopposed norm...Unpaid internships have been institutionalized through their perceived importance to the college experience—in which they are either academically required or strongly encouraged by professors and college-aged peers alike. Over time, the culture of Sport Management has become undeniably trademarked by the internship experience. The institutionalization of the internship in Sport Management, coupled with the imbalance of power between intern and organization, lends itself to hegemony—students accepting their disenfranchised role (p. 30).

Even low-wage internships can place students in financial hardship, which can be difficult to navigate (Walker et al., 2020). Further, if the student cannot navigate such conditions, they will not graduate with a degree in Sport Management and may not obtain a job in the sports industry (Walker et al., 2020). Hardship associated with an internship, alongside the ‘pressure of employability’ and its strategic position in matriculation, constitutes a political economy of the labor. For this, there are a few issues to identify from the intersections of neoliberalism, competition, employment, and Sport Management internships in higher education.

First is Hawzen et al.’s (2018) conceptual connection to the work of Frayne (2015) concerning human labor in neoliberal capitalism. The ‘pressure of employability’ is emblematic of precarity in the work climate with capitalism, and it induces a form of neoliberal subjectivity. The students are responsible for acquiring the education, training, interpersonal skills, and networking to match “the values sought by employers” (Frayne, 2015, p. 73). Frayne (2015) clearly explains the conditional and capillary consequences of this. Students display a deep internal pressure [e.g., anxiety] with their future self and work-related demands [i.e., precarity]. This results in self-surveillance (Frayne, 2015), as students are a self-governing reflexive project and, more broadly, an embodied form of neoliberal subjectivity. Sport Management students

often have a strong personal attachment to sports, which guides their pursuit of a career in the sports industry. This, according to Hawzen et al. (2018), affectual connection to sports augments “their capacity to labor in the sports industry’s suboptimal conditions and diminished their capacity to look for alternatives in other fields” (p. 199). These attachments and affect instruct “normalcy” (p. 199) and an “anchoring in life” (p. 199) guided by the “promise of a life working in sports” (Hawzen et al., 2018, p. 199). Sport then mediates continuity between pedagogy and the student as a self-policing reflexive project:

to refuse to subject oneself to the conditions of an internship would be to betray the values of the U.S. sports industry (e.g., competition, winners, losers, meritocracy) and their own sports subjectivities... and risk facing the uncertainty of sport-less lives and careers... represent a waste of time, effort, and money spent on a Sport Management education (Hawzen et al., 2018, p. 199).

When encountering tensions and contradictions, students police themselves in ways that reconcile their experiences and, by extension, decisions to pursue a career in the sports industry. Hawzen et al. (2018) found that students often recall personal memories of sports to reaffirm their attachment to sports, which reveals the extent to which sport constitutes their sense of self. This is to say that personal memory is a strategy for self-policing.

Next is the neoliberal component of this economy for labor. This is informed by David Harvey’s (2007) insights into neoliberal labor in *The Brief History of Neoliberalism*. There are three inimical aspects of the way neoliberal ideology intersects with labor. First and foremost is flexibility. Flexibility is more than the precarious aspect of labor conditions mentioned above. Rather, it is the institutional arrangements and the outcomes. Harvey (2007) notes,

The state typically produces legislation and regulatory frameworks that advantage corporations, and in some instances specific interests such as energy, pharmaceuticals, agribusiness, etc. In many of the instances of public-private partnerships, particularly at the municipal level, the state assumes much of the risk while the private sector takes most of the profits. (p. 77).

With the early history of Sport Management, its curricular development [i.e., public-private partnerships], the prior themes of liability mitigation for the university, and the hegemonic role of unpaid or low-wage internships, as mentioned by Walker et al. (2020), the connections to Harvey (2007) are palpable. For example, the relationships between the FLSA Internship Program, offering academic credit and exemption status. This legislative and regulatory framework on internships in the United States provides advantages to internship sites [i.e., FLSA exemption status].

Third is the “corporate-based ideology” (Rabinoff et al., 2000, p. 185) of Sport Management curriculum, internship requirements, and its *bare pedagogy* (Giroux, 2010) of vocational learning (Sattler & Achen, 2021) that constitutes “a new kind of market-driven individual” (p. 182), the sport manager (DeSensi et al., 1990), is a phenomenon known as flexible specialization and flexible accumulation (Harvey, 2007). Sport Management students are broadly trained to be multi-skilled employees in computer science [e.g., programming], business administration, and accounting and finance [e.g., economics, marketing, statistical methods in business, operations] (Parkhouse, 1987; Brassie, 1989a), while internship requirements, in theory, create a convenient temporary influx of these broadly trained employees (Hawzen et al., 2018; Walker et al., 2020). The former refers to flexible specialization, and the latter is flexible accumulation. The general outcome of this, according to Harvey (2007), is “lower wages, increasing job insecurity, and in many instances loss of benefits and of job protections” (p. 74), which, in practice, maintains class *power*. This is important because while Walker et al. (2020) identified the structural contours of class privilege in internships in Sport Management, they did not address the *power* of the marketplace in producing and reproducing this type of experience. It situates Sport Management programs as a piece in the ideological state apparatus of higher

education (Giroux, 2010) for the reproduction of capitalism (Althusser, 2006; Althusser, 2014) and neoliberalist forms of labor (Harvey, 1989; 2007).

Last is personal responsibility, as Brown et al. (2016) mentioned. In a neoliberal economy for labor, the support systems are reduced to a “bare minimum” (p. 76) towards a structure that “emphasizes personal responsibility” (Harvey, 2007, p. 76). This is congruent with the sentiments and affect mentioned by Hawzen et al. (2018) and Walker et al. (2020), as well as the extent to which an internship is scaffolded to be a reflexive process that antagonizes or agitates the student’s attachment to sport in pursuit of a degree in Sport Management (Spence et al., 2009): it is their responsibility to navigate this transformation. From the perspective of the program and, by extension, the university, the inability to successfully navigate and complete an internship is on the student, not the structure or the way the learning experience is designed: “personal failure is generally attributed to personal failings, and the victim is all too often blamed” (Harvey, 2007, p. 76).

Feminist

Feminist approaches to internships in Sport Management have increased in recent years (Harris et al., 2015; Morris et al., 2019; Taylor & Hardin, 2017; Taylor et al., 2019) and can be seen as an extension of the growing critical scholarship. Such research focuses on the oppressive work conditions for women in Sport Management. This approach has been used to address topics in Sport Management beyond internships, including, but not limited to, curriculum (Taylor & Hardin, 2017; Taylor et al., 2019) and matriculation (Morris et al., 2019). According to Harris et al. (2015), Hardin et al. (2021) Odio et al. (2019), women are on the margins in Sport Management programs, and this, by extension, reflects the sport more broadly (Trujillo, 1991). For internships in Sport Management, however, most of the internship literature has focused on

the entanglements of sexual harassment, Title IX, and future careers in sports. Internships in Sport Management then are a specific context for this other-ing.

According to Odio et al. (2019), internships are a low-status, precarious form of labor that can leave them vulnerable and exposed to discrimination. Hardin et al. (2021) found that 65 percent of women in their study experienced some sexual harassment while completing an internship. Sexual harassment is most often defined by disparaging and/or derogatory physical, verbal [e.g., jokes, whistling], and non-verbal [e.g., emails, notes] exchanges with colleagues. Given the pervasiveness of sexual harassment in the sports industry towards female interns, it has become a topic for integration into the Sport Management curriculum (Taylor & Hardin, 2017; Taylor & Paule-Koba, 2020), as well as increasing awareness of rights and protections Title IX provides or does not provide (Odio et. al., 2019). Much of this scholarship relies heavily on research conducted by George Cunningham a decade prior.

For the past few decades, George Cunningham has been an important source for critical perspectives in Sport Management. The Cunningham article cited by feminist approaches to research on Sport Management internships is from the *Journal of Education for Business* (Dixon et al., 2005) alongside another study in JSM (Cunningham et al., 2005). One of their main findings is that internship experiences, either positive or negative, can affect future career choices in the sports industry. Further, such experiences are gendered. Women, in particular, are more likely to self-select out of Sport Management *before* an internship due to unfriendly environments and “may find that they have to be more committed than their male counterparts to ‘survive’ in the industry” (Dixon et al., 2005, p. 177). Hardin et al. (2021) built on this finding by mentioning that women may have to develop strategies or mechanisms to offset experiencing forms of sexual harassment. Further, concerning Hawzen et al. (2018), women may endure these

experiences not only to complete degree requirements in higher education or build a professional profile to ‘survive’ in the industry but also because of their connection to sports.

Paradigms and Theories in Sport Management Internship

The research studies documented above are situated within one of a few paradigms. Specific theories have been used to understand Sport Management internships within these paradigms.

Table 2.4.

Paradigm Chart for Sport Management Internship Literature

Paradigm	Definition	Article(s)	Research Implications
Positivism	Establish ‘Truth’ claims by rational means of logic and empirical inquiry towards forming generalizations often relying on experts (Coolen, 2012).	Brady et. al. (2018); Brassie (1989a, 1989b); Chouinard (1991); Cuneen & Sidwell (1993a, 1993b, 2007, 2009); Dees & Hall (2012); DeSensi et. al. (1990); Hardy (1987); Jowdy et. al. (2004); Kelley (1994); Kelley (2004); Kjeldsen (1990); Lee & Han (2011); Lee et. al. (2005); Lizandra (1993); Miller et. al. (2002); Moorman (2004); NASPE-NASSM J.T.F. (1993); Parks (1991); Parks & Quain (1986); Parkhouse (1987); Pauline & Pauline (2008); Pierce & Peterson (2010); Ross & Young (1998); Southall et. al. (2003); Spence et.	Focus on setting standards and institutionalizing internships (and curriculum) within the Sport Management programs and broader scope of the university. This includes, but is not limited to, needs assessment research, liability mitigation [e.g., tort law, FLSA, and discrimination], and pedagogy.

		al. (2009); Stier (2002); Sutton (1989); Williams (2004); Young & Baker (2004)	
Interpretivism	Researchers attempt to understand the ways people make sense of their own experiences (Mason, 2016).	Peretto Stratta (2004);	Researching students' experiences on internships.
Critical	Attempts to analyze social and historical relations of power and question the 'taken-for-granted' (Mason, 2016).	Hardin et. al. (2021); Hawzen et. al. (2018); Harris et. al. (2015) Odio et. al. (2019); Stier (2017); Sattler & Achen (2021); Walker et. al. (2020).	Interrogating the taken-for-granted aspects of internship [e.g., unpaid] and resultant social and historical issues related to gender and class in Sport Management and the industry.
Post-Structural	Attempts to deconstruct established ways of knowing and dominant interpretations and discourses (Mason, 2016).	None	Such an approach to internships would deconstruct the historical formation of such a practice to understand the present. It would question the 'taken-for-granted' and the source for such claims.
New Inquiry	Such research attempts to decenter the human subject by focusing on materials and intra-actions in social and cultural life (Plate, 2020).	None	This approach to internships in Sport Management would decenter the student by assessing or deconstructing the ways material relations [e.g., internship documents, and program policies] affect experiences.

Note. This paradigm chart is modified from Prasad (2018) and Lather and St. Pierre (2007).

Table 2.4 shows that most literature on internships in Sport Management is within the paradigm of positivism. This paradigm establishes generalizable understandings based on rational and/or empirical means. It is important to note that even though positivism is associated with quantitative methods, the key aspect of positivism, especially as it relates to qualitative projects on Sport Management internships, is *what constitutes data* and *how is it possible to generate knowledge from data* (Mason, 2016). Positivism privileges the voice of technocrats or experts in a specific domain (Martin & Richards, 1995; St. Pierre, 2016). In the Sport Management internship literature, this can be seen in the reliance on commentaries from educators, industry practitioners, or research to determine curricular standards and pedagogy. For much of the past forty years, this has been the approach to research on internships and used to set program standards, scaffold learning environments, and pedagogical practices, and situate it within the broader scope of the university. That being said, this literature is quite restrictive regarding *sources of data* and, by extension, *how is it possible to generate knowledge from that data*. This severely constrains the capacity of Sport Management to empirically and theoretically understand internships.

The emergence of students' voices in the internship literature is emblematic of a post-positivist turn in Sport Management. Peretto Stratta (2004) was an early post-positivist article focusing on students. However, post-positivist attempts to do so did not resurface again until the late 2010s and early 2020s with Hawzen et al. (2018), Pate and Shonk (2015), Walker et al. (2020), and others. This dichotomy is emblematic of the dominant *way of thinking* in Sport Management: an orthodoxic *epistemic* position of positivism in Sport Management that privileges rationalism, objectivism, and expert *knowledge*. Such an ordering for *knowledge* in Sport Management has historically situated interpretivism and other paradigms [e.g., critical,

post-structural] on the margins of *discourse*, which, in turn, has inhibited the field of Sport Management's capability "to challenge mainstream thought and potentially advance the field" for decades (Bort, 2010 in Seifried, 2014, p. 83). This struggle to advance the field of Sport Management in other paradigms has been a recurrent topic for the past decade (Newman, 2014; Singer et al., 2019). In this way, Sport Management has mostly confined itself to thinking about internships in one way for almost forty years.

Methodological Critique of Paradigms and Theories in Sport Management Internship

There are two items regarding the paradigms, theories, and associated research on Sport Management internships. First, the systematizing literature from the mid-1980s to 1990s, alongside the functionalist discourse throughout the 2000s, obscures the student and is a noteworthy crux for the emerging student-centric literature on internships in Sport Management. From a post-structuralist paradigmatic position, *discourse* and the *power* embedded within produce the object with which it speaks. In this way, Sport Management students, as an object of *discourse*, have been shaped in a political economy of the body in ways that historically did not accommodate them, especially as internships were envisioned and re-envisioned. The systematization and functionalism over the past four decades have "burie[d]" and "disguise[d]" (Foucault, 1980, p. 81-82) the Sport Management student and their experiences behind the use of language (Foucault, 1980) positioned on the margins of thought and *discourse*. Such marginalizing practices can be seen as a result of positivist approaches to research [i.e., quantitative methods, reliance on experts, *methodolatry*] in Sport Management on internship. This is a segue to the second point.

Results on Sport Management internships are based on commentaries by educators or practitioners (Brady et al., 2018; Brassie, 1989a; Chouinard, 1991; Hardy, 1987; Kelley, 2004;

Kelley et al., 1994; Lee et al., 2005; Moorman, 2004; Miller et al., 2002; Parkhouse & Quain, 1986; Southall et al., 2003; Stier, 2002, 2017; Williams, 2004) and survey data (Brown et al., 2016; Cunnen & Sidwell, 1993a, 1993b, 2007, 2009; DeSensi et al., 1990; Hardin et al., 2017; Koo et al., 2016; Kjeldsen, 1990; Lee & Han, 2011; Parkhouse, 1987; Parks, 1991; Ross & Beggs, 2007; Ulrich & Parkhouse, 1982; Williams & Colles, 2009). In place of this positivist *methodolatry* in Sport Management, researchers have only recently started to use other methods such as ethnography (Pate & Shonk, 2015), interview data (Hawzen et al., 2018; Walker et al., 2020), or focus groups (Harris et al., 2015; Morris et al., 2019). While all of this has been mentioned before, the above literature and accompanying citations clarify *what constitutes data* and *how it is possible to generate knowledge* (Mason, 2016). Any paradigm can affect *what constitutes data* on internships in Sport Management and *how* data is triangulated to *generate knowledge*. The over-reliance on one way of thinking fashions a narrow view of Sport Management internships. These two items are important considerations because institutions of society, according to Acker (2006), have ‘inequality regimes’ that are responsible for their production and reproduction via their structures and practices.

Theoretical and Conceptual Framework

In the forthcoming sections, a thorough breakdown of Michel Foucault’s *power* and the concepts associated with it are reviewed alongside its connection to the Sport Management internship literature. The basis for implementing Foucault’s conceptual formulations on *power* concerning Sport Management internships is that it provides a

critique of the subtle and complex power relations that pervade educational institutions, which shape our identity, and which make us governable by masking the reality that our identities are being constituted (Marshall, 1996, p. 216)

Foucault on Power

In *Power/Knowledge* (Foucault, 1980) states, in considering *power*,

I am thinking rather of its capillary form of existence, the point where power reaches into the very grain of individuals, touches their bodies, and inserts itself into their actions and attitudes, their discourses, learning processes, and everyday lives (p. 39).

Power, then, is not a modicum of oppression as it assumes in other paradigms, such as the critical paradigms used by Harris et al. (2015), Hardin et al. (2015), and Walker et al. (2020). In particular, it is not an abstract, repressive force that weighs the social body down: “what makes power hold good, what makes it acceptable, is simply the fact that it doesn’t only weigh on us as a force that says, no” (Foucault, 1980, p. 119). *Power* is then productive, reaches into the soul of the social body, transverses it, produces pleasure, and elicits obedience (Foucault, 1977[1995]) disciplining the body [i.e., micro-physics of power]. Furthermore, it is spread amorphously across institutions of society such as educational institutions and family by

categoriz[ing] the individual, mark[ing] him by his own individuality, attaches him to his own identity, imposes a law of truth on him which he must recognize, and which others have to recognize in him. It is a form of power which makes individuals subjects (Foucault, 1982, p. 781).

Power then, especially in its attachment to institutions, manages populations and produces them (Foucault, 1982). This is important because institutions of society, including the family, the church, media, and higher education, are, according to Althusser (1970), an ideological apparatus of the state circulating and distributing society's dominant ideology. With these two points in mind, *power* has a double meaning that “needs to be considered as a productive network which runs the whole social body, much more than as a negative instance” (Foucault, 1980, p. 119). This double meaning is a source of contradiction (Foucault, 1977[1995]). For example, the research of Hawzen et al. (2018) is mentioned above.

Hawzen et al. (2018) noticed in interviews that Sport Management students had a strong attachment to sport: this is Foucault’s (1980) capillary *power* of sport. Attachment forms the psycho-somatic force behind the internal tensions and contradictions while on Sport

Management internships. From a Marxist perspective on labor, the source of internal tension and contradiction is a conditional response to alienation, which causes anxiety while working in the sports industry at low or no pay conditions in relation to their past, present, and future self and work-related demands. For neoliberal critiques of labor, this is precarity. Even though Hawzen et al. (2018) did not utilize Foucault to understand internships in Sport Management, the connections to *power* are present. In particular, Sport Management students create a strategy for themselves to reconcile alienation. According to Hawzen et al. (2018), students rely on personal memories of sports to reconcile alienation and rationalize the continued pursuit of a Sport Management degree by completing an internship. Internal reconciliation augmented the students' "capacity to labor in the sports industry's suboptimal conditions and diminished their capacity to look for alternatives in other fields" (Hawzen et al., 2018, p. 199). At the same time, attachment directs an anchoring in life guided by "a promise of a life working in sports" (Hawzen et al., 2018, p. 199), and although alienating, even disempowering, it is also empowering due to the capacity of sport to facilitate self-formation (Foucault, 1980). This enabling and constraining induces the abovementioned contradiction: a "synaptic regime of power, a regime of its exercise *within* the social body, rather than *from above it*" (Foucault, 1980, p. 39). The result is a self-surveilling political economy of the body (Foucault, 1977) that is "continuous, uninterrupted, adapted and 'individualized' throughout the entire social body" (Foucault, 1980, p. 119).

According to Foucault (1982), a few considerations are needed to understand *power*, sport, and *relationality* between, in this case, the student, the on-site supervisor, the internship coordinator, and the internship experience. First, there is accounting for *systems of differentiation* that facilitate one to act upon another (Foucault, 1982), specifically how tradition construes "status and privilege" (p. 792) into relations among persons (Foucault, 1982). The second is the

types of objectives. These ‘objectives’ are not arbitrary or capricious; they are instrumental: they enable and constrain. Third is the *means of bringing power relations into being*. For Foucault (1982), this entails considering how *power* is exercised by identifying methods of control, surveillance, and rules, including rules or codes for behavior that manifest. Fourth is *forms of institutionalization*. This is an array of formal structures by which the *power relations* are exercised. This includes, but is not limited to, internal regulations, hierarchical relations, and degrees of self-governance. Last is *degrees of rationalization*. This concerns the extent to which *relational power* is “elaborated, transformed, organized” (p. 792) in a field of possibilities (Foucault, 1982). More precisely, it is how *power* and its instruments are effective, *relationality* maintained, and results guaranteed. It should be noted that *rationalization* does not entail reason or logic; instead, it involves the re-inscription of *power* and the subtle modes with which it is reconstituted. These five considerations need to be accounted for, if possible. Such considerations provide a starting point to understand how sport guides students in Sport Management towards pursuing a degree and, by extension, completing an internship.

Pastoral Power

Foucault explored the “pastoral technology of power” (Blake, 1998, p. 80) and traced it to a Christian theological (and metaphorical) regarding the relationship between the priest, sheep or flock, the Church, and salvation. By *pastoral power*, Foucault means a type of *relationality* for controlling and managing populations at the level of the institution. According to Martin and Waring (2018), this is the historical and conceptual presage emblematic of *biopolitics*. Foucault (2007) outlines four aspects of *pastoral power*.

First is *analytic responsibility*. This term, understood through a religious context, means that the pastor is responsible for the sheep or flock and is held accountable for their behavior -

such as ‘stray sheep’ - daily (Foucault, 2007). The second is *exhaustive and instantaneous transfer*. In this case, the pastor is also accountable and reflects the moral behaviors of the sheep or flock (Foucault, 2007). The third is *sacrificial reversal*. The pastor must sacrifice themselves [i.e., to be a martyr] for their sheep or flock (Foucault, 2007). Last is *alternate correspondence*. More precisely, the pastor's status within the Church is contingent upon continued self-examination (Foucault, 2007). According to Blake (1998), these four points between a pastor and the sheep or flock [i.e., members of the Church] form the *relationality of pastoral power*.

First, each member of the Church must also have a certain amount of self-consciousness to induce a self-examination process (Blake, 1998). This self-knowledge is cultivated by the pastor as a collective at the pulpit, conveying scripture to the collective and/or individually through confession (Blake, 1998). This alludes to the second point. The pastor is the purveyor of guidance and spiritual correction only. According to Foucault (2007), this situates the pastor as a manager and economist of “merit and fault” (p. 173), in which salvation is neither guaranteed for them nor members. Instead, “it is entirely in God’s hands” (Foucault, 2007, p. 173) as an anonymous gaze: “just a gaze” (Foucault, 1980, p. 155). Third, salvation and *pastoral power* are interchangeable with other institutions, and thus can take on different meanings. For example, salvation in the context of higher education can refer to obtaining sufficient wealth or standard of living (Foucault, 1982, p. 784). Fourth is the prior two points combined. *Pastoral power* addresses the pastor as a mediary of surveillance and discipline who scaffolds interactions with members to promote “self-reflexive, self-governing subjects” (Martin & Waring, 2018, p. 1298): “...each individual...thus exercising this surveillance over, and against, himself” (Foucault, 1980, p. 155). In this sense, salvation in higher education is the promise of material security, or for Hawzen et al. (2018), working in the sports industry, is a strategy that elicits governing

oneself (Foucault, 1980; Foucault, 2000): “discipline produces subjected and practiced bodies, ‘docile bodies’” (Foucault, 1977 [1995], p. 138).

Regarding the four aspects of *pastoral power* mentioned above, the insertion of an amorphous source for salvation shifts *analytic responsibility* away from the *pastor* toward members of the Church in a way that does not undermine the *alternative correspondence*, *exhaustive and instantaneous transfer*, and/or *sacrificial reversal* of the former. This is the third point: relation to *exhaustive and instantaneous transfer* refers to the extent to which the pastor can orate to the member's accountability and responsibility to members of the Church. The pastor, again, is only a medium between salvation and God. The pastor can only manage merit and fault, advise punishment, and preach individual and collective accountability, not determine salvation. *Pastoral power* is a relationship of *power* regarding the extent to which someone may hold *power* over another's body, and the resultant scaffold for that engenders “pure obedience” (Foucault, 2007, p. 174). In this way, *pastoral power* is a project of docility. The next aspect of *pastoral power* that needs to be addressed is the dealings of *power*, a strategy with clearly defined methods.

The body, whether in an ecclesiastical setting or higher education, is a target for *power* towards controlling, managing, manipulating, and training (Foucault, 1977 [1995], p. 136). The methods for any ‘project of docility’ account for the scale of control [i.e., individuation], the object of control [i.e., the body and efficiency of movements], and its modality [i.e., uninterrupted, constant supervision]. The various techniques of control and observation in a project via *knowledge* and its pedagogical instrumentation, descriptions, plans, and data (p. 141) over the body creates a ‘discipline’: a relation of docility and utility (Foucault, 1977 [1995], p. 136-137). While Martin and Waring (2018) noted that researchers have not looked into

contemporary mediums in institutional settings [e.g., internship coordinators and on-site supervisors], the similarities with the concept of *pastoral power*, higher education, and pedagogy are unavoidable. This is because interactions between the student, internship coordinator, and on-site supervisors are morally inscribed, providing conditions for self-surveillance. The issue then is *how students are judged* and/or *which logics are used to evaluate students* and *according to whom* or *what*.

Panopticon

Foucault's idea of a *panopticon* is elaborated on in *Power/Knowledge* (1980). The premise of a *panopticon*, as an allegorical and historical strategy for *power*, is situated alongside the social body in three interrelated forms: [1] an institutional setting or social spaces, [2] an anonymous gaze, and [3] self-surveillance. These themes are particularly relevant to students, educational settings, and self-regulation. A college student is a "reflexive project" (p. 75) in which their identity is constituted through internal monitoring of productivity or self-improvement (Giddens, 1991) alongside the pedagogical guidance and eventual judgment from Sport Management faculty and on-site supervisors on "what they do...what they are, will be, [and] may be." (Foucault, 1977[1995], p. 19). The intersections are mediated by an elusive but omnipresent gaze that creates conditions for self-monitoring and self-governance: an embodied experience by which an eye of *power* (Foucault, 1980) guides judgment. In Sport Management programs, the *panoptic*, especially with internships, is the marketplace and future employability alongside the murmurs of competition: competing against other Sport Management students for finite positions. This occurs not only with internships but throughout matriculation, from introduction courses to internship completion. It is important to note the effects of periodic audits

and metrics monitoring performance and productivity (Jette et al., 2016) that are scaffolded into this arrangement.

This *material-discursive* arrangement, its associated practices [i.e., internship and associated manuals, policies, audits], *pastoral* relationality, and *panoptic* [i.e., future employability, competition for jobs] that constitute a self-surveilling, self-governing subject results in a *bodily-politic* for the student. Such an arrangement induces an affectual, or capillary (Foucault, 1980, p. 39), energy that augments internal dialogues around performance and productivity (Place & Vardeman-Winter, 2013; Moore & Robinson, 2016). This is the *power* of the marketplace reaching “into the very grain of individuals touch[ing] their bodies and insert[ing] itself into their actions and attitudes, their discourses, learning processes” (Foucault, 1977 [1995], p. 39). This *bodily-politic* forms a feedback loop between data and self, creating “a myopic focus on self-determination and supports fantasies of meritocracy” (Knight, 2018, p. 209). The result is precarity.

There is an important distinction between precarity and precariousness. Precarity is associated with job insecurity, while precariousness is the vulnerability and existential state of a precarious life (Ivancheva et al., 2019; Loher & Strasser, 2019). As such, for Sport Management students, literature that emphasizes the existential contradictions of internships, such as sexual harassment (Hardin et al., 2021; Odio et al., 2019; Taylor & Paule-Koba, 2020; Taylor et al., 2019) and financial burdens (Walker et al., 2020), positioned alongside cultivating employability (Beban & Trueman, 2018) is precariousness rather than precarity. For Foucault, this general field of interaction in which *power* is exercised over the social body within a *scientifico-juridical* arrangement connected to an institution and population is called *biopower*.

Biopower

The term *biopower* refers to the “explosion of numerous and diverse techniques for achieving the subjugations of bodies and the control of populations” (Foucault, 1976, p. 140) and a collection of “institutions, procedures, analyses, and reflections, the calculations and tactics” (Foucault, 2003a, p. 244). Without a doubt, an internship in Sport Management is one instance of biopower as a tactic, which overlaps with a collection of institutions [e.g., family, media, youth sports, religion] that produce subjects. For Foucault (1980), exploring *biopower* is not to be a cursory acknowledgment of specific techniques and strategies; rather, it is to interrogate the formation of a particular mechanism of *power*.

Mechanisms of *power* have neither been a topic of inquiry for scholars (Foucault, 1980) and, according to Walker et. al. (2020), nor explored in relation to internships in Sport Management. This is compared to the histories of sovereignty, ecclesiastics, militarism, and economic structures and restructurings (Foucault, 1980). Even less studied are the mechanisms of *power*, and the relation to *knowledge* in articulating one another (Foucault, 1980). Addressing *biopower* entails an account of a *discursive regime* at the intersection of *power* and *knowledge* to form mechanisms for controlling and managing populations.

Biopolitics

Biopolitics is the politicization of human bodies (Setiawan & Anwar, 2021) and the discursive *regime of truth* (Foucault, 1980) at the intersection of *knowledge* and *power*, which form the policies and programs that regulate ‘how to live’ (Hayhurst et al., 2016; Jette et al., 2016; Fotopoulou & O’Riordan, 2017). From a historical perspective, this is the extent to which populations are the object of political and economic management without a disciplinary autocracy. More precisely, according to Foucault (1977[1995]; 1980), rather than a coercive and

punitive *power* of the monarch [e.g., the threat of death] or a church [e.g., internal damnation], the somatic modality of *power* shifts *knowledge* and *discourse* to forming and promoting a *regime* of “normative expectations pertaining to the life and well-being of populations” (Jette et al., 2016, p. 1111).

Higher education has been the paragon for material prosperity in the United States for decades. Higher education encloses a *material-discursive arrangement* around normative expectations with two approaches: somatic *regimes* that govern the body and a range of techniques and strategies [i.e., *biopower*] that inform population-level policies and programs [i.e., *biopolitics*] (Jette et al., 2016). It is this *anatomo-politico* regime that governs ‘normative expectations’ that creates an institutionalized field of interaction forming a “disciplinary order of the body” [i.e., docile bodies] to control the behavioral capriciousness of life (Foucault, 2003, p. 252). Further, as the field of interaction normalizes and regulates, it structures ways in which individuals come to constitute their sense of self in navigating the field mentioned above (Wright, 2009).

The *biopolitics* of internships for Sport Management students can be seen through the ways curriculums are constituted and institutionalized as a requisite to graduation. More precisely, if an institution in society [i.e., higher education] designs courses, programs, and policies [i.e., Sport Management programs] that pedagogically provide opportunities [i.e., internships] to cultivate the employability [i.e., morality] of a population [i.e., Sport Management students], it is creating an *anatomo-politico* regime of expectations that instruct, control, and regulate members of the population. This is evident in Young and Baker (2003) and internship manuals that set expectations for students, internship coordinators, and on-site supervisors.

Bio-Pedagogy

A *bio-pedagogy* is a specific disciplinary practice in a *regime of truth* constituting and regulating while enabling and constraining a population (Rail, 2012; Jette et al., 2016). These practices are often associated with moral and/or ideological justifications (Setiawan & Anwar, 2021), including professional development, learning experience, and/or education (Jette et al., 2016). For example, an internship in Sport Management is a *bio-pedagogical* practice that, according to Foucault (1977 [1995]), is both productive and subjugating, and per a ‘knowledge of the body’ that orders, calculates and audits within an analytic plan of production (p. 25-26). This, in turn, scaffolds an experience and interaction order between the student, internship coordinator, and on-site supervisor concerning the disciplinary field of the internship. Jette et al. (2016) noted that metrics and periodic audits are *pastoral* interventions crucial to a *regime* and are a source for decisions on the populations it monitors and regulates. Regarding an internship in Sport Management, periodic, often confessional, audits that track and measure productivity and progress are administrative strategies to monitor and evaluate students’ merit and fault continually.

The moral undercurrent to this *bio-pedagogy* strategically targets the body as an object of personal transformation. Personal transformation positions the student as responsible and accountable to metrics and periodic evaluations. This, in turn, fashions a feedback loop that, in practice, is a *micro-physics of the body*: compelling students to act in accordance with the disciplinary apparatus or *dispositif* of personal transformation and enabling Sport Management internship coordinators to audit students as economists of merit and fault. The result of all of this is self-reflexivity and self-governance.

Governmentality

By *governmentality* or art of governance, Foucault (2008) did not mean “the way in which governors really governed” (p. 2). Instead, it is “the reasoned way of governing best and, at the same time, reflection on the best possible way of governing” (Foucault, 2008, p. 2). As the *governmentality* of internships in Sport Management increasingly appears to organize a self-surveilling student, three subtleties must be addressed. First, as Foucault (2008) discussed in *The Birth of Biopolitics*, in a liberal political economy, the nation-state, as the sovereign, observes the marketplace and intervenes only if necessary. This produces a *panoptic*, as “watching, for the most part, is power enough” (Peters, 2007, p. 626). However, *what occurs if there is no sovereignty attached to a nation-state or if sovereignty is compromised?* The answer is adopting a radical economic position by which the marketplace produces political legitimacy: “the economy produced political signs that enable structures, mechanisms and the justifications of power to function” (Foucault, 2008, p. 85).

Secondly, these conditions reverse the *panoptic* (Peters, 2007, p. 626) by situating it in the marketplace as the source of legitimacy rather than institutionalized forms of *power* [e.g., Sport Management internship coordinator]. This political economy “creates [a] public law,” or normative expectations, in which the marketplace is the “guarantor” (Foucault, 2008, p. 84) of prosperity. It should be noted that “law is not what is important” (Foucault, 2000, p. 211). Instead, it is the tactic “to arrange things in such a way that, through a certain number of means, such-and-such ends may be achieved” (Foucault, 2000, p. 211). This includes the dialogic and ideological undercurrents and their associated effects. In practice, this means infusing principles of neoliberal market capitalism into different areas of social and cultural life (Harvey, 1991, 2007; Peck, 2010), including higher education, its pedagogy of functionalist discourses, and

vocational learning (Giroux, 2010). The market-centric focus of institutions, including Sport Management fusion of “corporate-based ideology” (p. 185) in pedagogy (Rabinoff et al., 2000), is preoccupied with facilitating the stability of the financial system and preference towards maintaining good business or investment climate (Harvey, 2005). In this sense, the *panoptic* of the marketplace, *scientifico-juridical* resources used to form an internship manual, alongside the *pastoral power* of internship coordinators or instructors in Sport Management programs, create a public law that forms student expectations. Last are these two points combined: the neoliberalism of *governmentality*.

In *Brief History of Neoliberalism*, one of the tenets David Harvey (2007) mentioned is personal responsibility and accountability and the individualism associated with it. From a Foucauldian standpoint, the tactics [e.g., Sport Management internships] and public law [i.e., management of persons] are construed in such a way that is reflective of this micro-political economy [e.g., self-governance] of the body in which responsibility shifts back onto the Sport Management student in a way that obscures other discourses. This neoliberal micro-political economy of the body is an extension of and entangled with the working economy of flexibility and precarity mentioned above. As such, it is assumed that people are governing themselves (St. Pierre, 2004), or, in the case of this project, *Sport Management students are governing themselves on internships*.

Care of Self

For Foucault, *governmentality* was initially meant to address how persons are governed, marked, regulated, and normalized by institutions throughout society, from churches and education to the military (St. Pierre, 2004). In his later works, however, Foucault focused on how individuals govern themselves as *ethical subjects* (Davidson, 1986; St. Pierre, 2004). The former

refers to how people act according to themselves, while the latter is the values or rules of action recommended to individuals (Foucault, 1984/1985b). In Sport Management and internships, by extension, morality can be seen in the sections above on the marketplace (Ličen& Jedlicka, 2022; Rabinoff et al., 2000) in which the functional and vocational aspects of bare pedagogy (Giroux, 2010) concerned with employment (Sterling, 2001) and future job prospects (Hawzen et al., 2018; Walker et al., 2020) are inserted into pedagogy meaning the production of oneself is alongside various business logics [e.g., productivity, utility, non-idleness]. This, for Foucault, is the moral code of a culture. This moral code of culture is never outside of *power* (Vila-Henninger et al., 2022). However, within this moral code [1], *what is the actual behavior of people*, and [2] *how should a person conduct themselves in relation to values, codes of action, and to others* (St. Pierre, 2004): *care of self* is a concept that addresses this.

In terms of Sport Management, Hawzen et al. (2018) mentioned that, despite alienating experiences on internships, students' memories affirm affectual attachment to sports, which, in turn, reinscribes their pursuit of employment in the sports industry. As read through Foucault, this accounts for students' *care of self* as it both accommodates and resists the moral codes that enable and constrain them (St. Pierre, 2004). However, in another example, Hardin et al. (2021) mention that women on internship may accept harassment and “develop mechanisms to overcompensate for this othering” (p. 91) by, again, accommodating and resisting the codes that are (St. Pierre, 2004) othering them. With this in mind, within the neoliberal *governmentality* of Sport Management internships, *care of the self* (Fornet-Betancourt et al., 1987) accounts for the relationship of students to themselves and others (Davidson, 1986), through practice (St. Pierre, 2004), in ways that accommodate and resists the moral codes that are enabling and constraining them. In this way, students are producing themselves as Sport Management interns.

Summary

This chapter thoroughly reviewed the literature on internships in Sport Management. It is evident that, since the formation of discipline as an academic program, internships in relation to the curriculum have been at the forefront. In this early work, much of the focus was on systematizing internships within the curriculum and a broader scope of the university, as well as enhancing pedagogical outcomes by offering learning models (Southall et al., 2003) or relying on established theories (Kolb, 1971, 1984, Kolb & Kolb, 2009). For almost forty years, this has been the approach to understanding internships in Sport Management, more often than not relying on experts [e.g., practitioners and academics] to determine or guide results. This positivism has been confronted in recent years by a handful of scholars in Sport Management [e.g., Kwame Agyemang, Robin Hardin, Elizabeth Taylor, and Nefertiti Walker] who are pushing the field into a post-positivist approach to investigating internships. This research, however, continues to be hindered by methodological issues regarding sampling: *what constitutes data* and how *data* gets triangulated to *generate knowledge*. This is the crux for the current research project: the need, in terms of method and theory, to continue pushing the *epistemic* boundaries of Sport Management into other paradigms, expanding the way the discipline understands internships in Sport Management.

CHAPTER 3

METHODS

Increasingly, from the mid-1980s to the present, internships have become a required learning experience for undergraduate students pursuing Sport Management degrees. So much so that, as early as the mid-2000s, Schneider and Stier (2006) called internships “the modus operandi” (p. 35) of the discipline. This is a dramatic shift in programmatic requirements from two decades ago in which internships were recommendations for graduate students as graduate course offerings (Parkhouse, 1987). This chapter aims to provide an overview of this Foucauldian genealogy into Sport Management internships. First is the purpose of this study and research questions. Next is an overview of post-qualitative inquiry and the rationale for such an approach. This is followed by the research design providing details on this Foucauldian genealogy and an overview of all it entails. After this is the methodological framework, along with triangulation strategies, data collection and management, and data analysis, which are detailed to provide procedural clarity in relation to the post-qualitative project. Last is a discussion on trustworthiness in relation to post-qualitative inquiry and ethical considerations accounted for. In each section, diagrams are provided to allow for a visual understanding of the items discussed. A chapter summary is offered at the end to review the main points highlighted.

Purpose of the Study and Research Questions

The purpose of this Foucauldian genealogy is to use post-qualitative inquiry to deconstruct internships in Sport Management at public SEC member institutions. More precisely, relying on Foucault’s *power* and related concepts to address the relationship *discourse*, *power*, and *truth*. The research questions that guided this research investigation are as follows:

1a. What does a Foucauldian genealogy of internship in Sports Management uncover?

1b. How is the genealogy confirmed in the analysis of interviews with recent interns in sports management?

Rationale for Using Post-Qualitative Inquiry

This Foucauldian genealogy uses post-qualitative inquiry to understand internships in Sport Management. According to St. Pierre (2021a, 2018), post-qualitative inquiry starts with an onto-epistemological commitment to poststructuralism, its theorists [e.g., Deleuze, Derrida, Foucault, Guattari, and Lyotard], and their concepts not methodology. Foucault said in *Society Must Be Defended* (1997[2003]),

I do not have a methodology that I apply in the same way to different domains. On the contrary, I would say that I try to isolate a single field of objects a domain of objects, by using instruments I can find or that I can forge as I am actually doing my research, but without privilege the problem of method in any way (p. 278-288).

In post-qualitative inquiry, methodology is a trap that, through formalization and systematization, constrains thought in research (St. Pierre, 2019; 2021a): privileging methodology closes off all that *might be* in favor of *what is* (St. Pierre, 2021b). *What is* reflects much of the current literature on internships in Sport Management. This is because the purpose of such research on internships in Sport Management is to use preexisting procedures and instruments [i.e., methodology] concerning specific paradigms [e.g., positivism, interpretivism, critical] to identify and extract *what is out there* [i.e., data collection] and then *represent it* [i.e., representation]. This is not the goal of post-qualitative inquiry.

Post-qualitative inquiry aims for experimentation and creativity toward *re-orienting thought* (St. Pierre, 2021a; St. Pierre, 2019). With experimentation, a post-qualitative project never already is (St. Pierre, 2019) and must be created differently each time (St. Pierre, 2021a).

Consequently, post-qualitative projects may not be recognizable to more established ways of thinking (St. Pierre, 2021a) in Sport Management. For example, instead of systematically repeating a preexisting research process (St. Pierre, 2021a; 2021b), poststructuralists, such as Foucault, figured it out as they go (St. Pierre, 2021a): According to Foucault (1980), “it is up to you, who are directly involved with what goes on in [Sport Management], faced with all the conflicts of power which traverse it, to confront them” (p. 65). Refusing a preexisting methodology or figuring it out along the way creates space for concepts to

link up with and support each other on planes of thought (Deleuze & Guattari, 1991/1994, p. 18) and can make or lay out a new plane of thought that might intersect with other planes in becoming (St. Pierre, 2019, p. 7).

Hence, this project experiments with Foucault’s theory of *power* and associated concepts to *re-orient thought* (St. Pierre, 2021a) and create a new understanding of internship in Sport Management. At no point in the project was a method or methodology assumed *before* conducting it. This approach is congruent with requests from academics in Sport Management to push the methodological (Parks, 1992), even if it means refusing the methodological norms of Sport Management and the *onto-epistemic* breadth (Newman, 2014) of the field.

Research Context

The research context is Sport Management, Administration, and/or Recreation programs at SEC member-affiliated public universities. This context was selected because, from poststructuralist scholars themselves [e.g., Foucault, Derrida] to post-qualitative inquiry, the researcher must know the domain they critique (St. Pierre, 2021a). Foucault did not conduct a genealogy on psychiatry because he wanted to. Instead, he had experience in psychiatric hospitals and was aware of the politics and tensions (Foucault, 1980). That being said, SEC Sport Management, Administration, and/or Recreation programs were selected because the researchers

associated with this project are [1] affiliated with these member schools and [2] aware of the politics and tensions on internships within them.

The SEC is an athletic conference for NCAA member institutions. The conference comprises fourteen members, including various public - such as flagship and land-grant - and private institutions. Most of the members of the SEC are located in South Central and Southeastern United States. States in which SEC member institutions include, but are not limited to, Alabama, Florida, Mississippi, and Texas. It is important to note that not all SEC member-affiliated universities have Sport Management, Administration, and/or Recreation programs. For this project, only public universities are included in the sample.

Regarding the general student body, undergraduate enrollment at SEC schools in the sample ranges from 50,000 to 17,000. Furthermore, there is a significant amount of literature on rising tuition costs (Kerr & Wood, 2023; McGurran, 2023; Sauter, 2019) and increased inequality in accessing and successfully matriculating through higher education (Bartscher et al., 2020; Ellsworth et al., 2022). According to *The New York Times* (2023) investigations into the economic diversity of the 13 SEC schools in which this study is occurring, the average median income of the family - however defined – is \$114,400 and in the 72nd percentile across the nation. Given these disparities, socio-demographics are to be considered in relation to this context [see Survey/ Questionnaire in Appendix].

Research Design

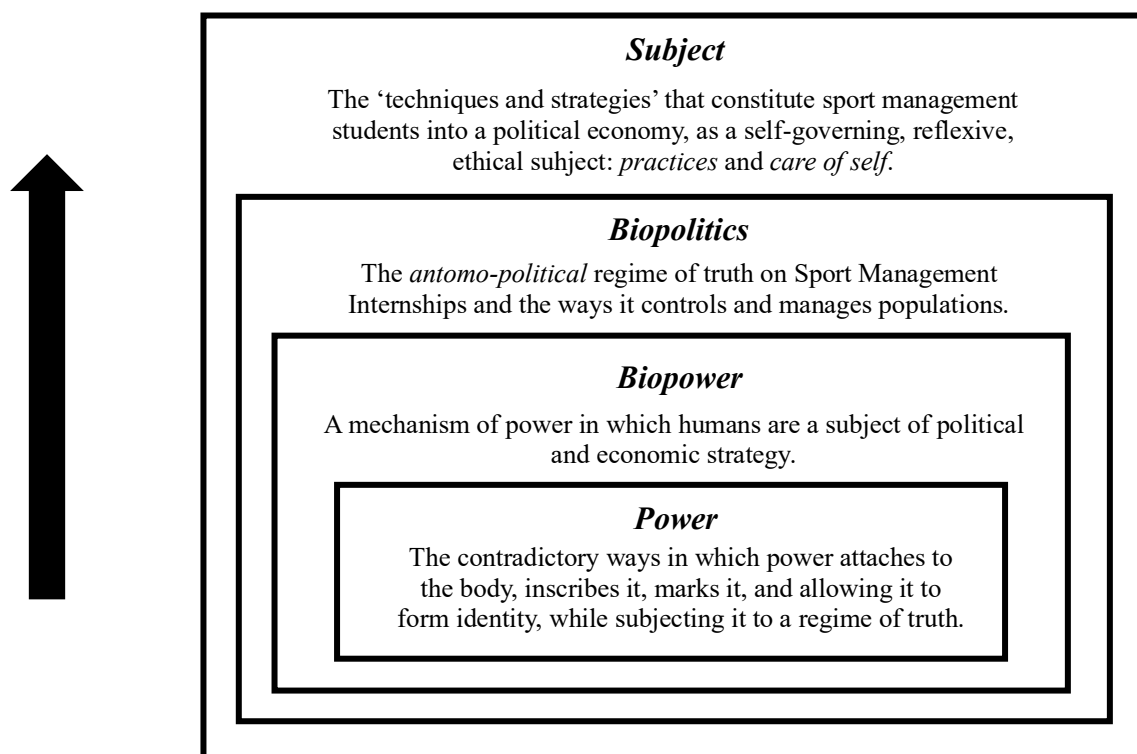
The purpose of a genealogy is to offer an “effect history” (Foucault, 1978[2000], p. 380-382) on Sport Management internships. For Foucault, history is not meant for understanding; it is to be effective by chipping away at a norm and disturbing the foundations of a domain. To conduct an effective history, the research needs to account for three items. First, a genealogy

investigates the formation of discourses and relations of *power* in the production of a *regime of truth* (Davidson, 1986; Foucault, 1980). More precisely, a genealogy tracks the formation of discourses through descent which constitute objects and how these objects are constituted as subjects as statements (Davidson, 1986). This analysis of descent “is thus situated within the articulation of the body and history. Its task is to expose a body totally imprinted by history” (Foucault, 1978[1990], p. 376) and disturb or fragment “what was thought unified; it shows the heterogeneity of what was imagined consistent with itself” (Foucault, 1978[1990], p. 375) to introduce discontinuity. Such an approach then deconstructs the present by looking into the past by tracing systems of *power*, the formation of a specific discursive *regime*, and the ways in which it constitutes human beings as subjects (Bové, 1990)—in this case, Sport Management students. In these formations, a genealogy is not interrogating an “immobile form” (p. 227) or “the essence of things” (Davidson, 1986, p. 227). Rather, it “looks for accidents, chance, passion, petty malice, surprises, feverish agitation, unsteady victories, and power” (Davidson, 1986, p. 227), finding volatility (Foucault, 1978[2000]) in the norms or taken-for-granted of a domain. Second, as a starting point, the researcher must take an opposition that has developed and formed (Foucault, 1982). This has been mentioned before but is worth repeating: opposition is to positivism over interpretivism, unpaid over paid internships, on-site supervisor internship coordinator over the student in Sport Management towards analyzing *power* relations. According to Foucault (1982), resistance to the norm will help understand the history of those relations of *power* and all it entails in the present. Last is to have an “ascending analysis of power” (Davidson, 1986, p. 226) that starts with a specific strategy of *power* [i.e., *biopower*] that is attached to the institutions of society [i.e., higher education, sports industry] and spread to the student in managing, regulating, and disciplining them [i.e., *biopolitics*]. With this approach, the

strategy by which “human beings are made [particular types of] subjects” (Foucault, 1982, p. 777) is to be fragmented to create a space for something new (St. Pierre, 2021a).

Figure 3.1.

Graph of Theory and Concepts for an “ascending analysis of power” (Davidson, 1986, p. 226).



Methodological Framework

This study will analyze and triangulate three units: internship manuals and semi-structured interviews alongside surveys [see Table 3.1]. These units are used to create a methodological framework in two ways. First and foremost, it moves the methodological decisions and triangulation strategies beyond survey and/or interview data by including

documents. Second, is its congruence with post-qualitative inquiry in relation to the human subject and interviewing by not starting with the knowing human subject (St. Pierre, 2019).

Table 3.1

Research Questions: Methodological Triangulation

Research Question	Document Analysis	Survey	Interviews
	Internship Manuals		
<i>1a.</i>	X		
<i>1b.</i>	X	X	X

Note. The interview questions are structured as such: see Appendix for Interview Guide.

Internship Manuals

First are available internship manuals for undergraduate Sport Management programs at universities with NCAA member affiliation in the SEC. These programs were selected because of similar financial and non-financial resources [e.g., alumni networks] and opportunities for internship experiences, including athletic departments, as many Sport Management students intern within athletic departments (Odio et al., 2019). Manuals and associated documents and forms are produced by Sport Management programs to inform and guide students, program coordinators, and on-site supervisors toward completing the internship requirements. Manuals, then, are meant to convey action rather than identify, as statements in internship manuals compel people to act in specific ways. Sport Management internship manuals then politicize the social body of the student and make them the object of *discourse* at the intersection of *power* and *truth*.

This is an important point, especially regarding *biopolitics*, because it accounts for a *regime* that governs the normative expectations of internships, including the sequential regulatory techniques and strategies or a disciplinary ordering of the body (Foucault, 2003; Foucault, 1977[1995]).

Survey and Interviews

Next is a survey and semi-structured interviews. For post-qualitative inquiry, a survey and participant interviews can be tricky. According to St. Pierre (2019), post-qualitative inquiry neither attempts to account for nor relies on lived experience to describe the human subject. Lived experience is the focus of much of the interpretive and critical literature on internships in Sport Management and student experiences. For example, the experiences of women Sport Management students on internships (Hardin et al., 2021; Harris et al., 2015). This is not to say that post-qualitative inquiry is not interested in the human subject and their experiences (St. Pierre, 2019). Rather, it is how experiences are conceptually filtered through post-structuralism (St. Pierre, 2019). For post-qualitative inquiry, experience is always considered relative to *power* (Foucault, 1980; Huckaby, 2007) and the way *power* has formed “conditions of possibility for possible experience” (St. Pierre, 2019, p. 6). The type of interview questions prompted by participants then need careful consideration. The survey and interview approach used in this study is elaborated below.

Semi-structured interviewing style is used rather than unstructured or structured. In semi-structured interviewing, an interview guide [see Interview Guide in Appendix] lists the topics and questions to be addressed in the session (Bernard, 2011). This is compared to structured interviews, which can be rigid, formulaic, and a bit too formal. In terms of the former, the rigidity of structured interviewing may not provide a space for participants to openly share (Bernard, 2011). In terms of the unstructured, the informality of an unstructured setting may

inhibit an entire interview session in which all questions are addressed. As such, using an interview guide along with clearly defined instructions protects the participant and researcher.

Two types of questions in the semi-structured interview are posed to the participants. First are ethnographic questions. According to Marshall and Rossman (2016), an ethnographic interviewing style focuses on culture and the ways in which participants understand and organize their worldviews. Ethnographic questions are prompted to ascertain the resources participants use to construct, organize, and describe their worldviews. This, in itself, is *power* because *power* functionally determines the conditions for their experience. In this way, responses then are an index of *power*. Spradley (1979) noted that there are three types of ethnographic questions: descriptive, structural, and contrast (in Marshall and Rossman, 2016). Descriptive questions are broad and enable the researcher to learn about their worldviews. Structural questions are intended to identify the way in which participants organize information into categories that are important to them (Marshall & Rossman, 2016). Contrast questions provide the researcher an opportunity to elicit elaborations on the meaning of terms – *what something* or *what it is not like* (Marshall & Rossman, 2016). More often than not, a contrast question has a phenomenological probe undercurrent, as to pose a more in-depth question on a specific aspect of their worldview mentioned. This type of question aims to “describe the meaning of a concept or phenomenon” (Marshall & Rossman, 2016, p. 153). All of these types of ethnographic questions are used as a part of this project.

Interview Participants and Selection Rationale

Interviewees combine convenience/purposeful and snowball sampling from Sport Management and/or Recreation Programs at SEC member institutions. A total of 20 participants are interviewed (10 self-identified men and 10 self-identified women), or until data saturation is

reached. Prospective participants are sent a survey with a recruitment message. The message links them to the survey along with an option to participate in a voluntary interview [see Recruitment Survey in Appendix]. The survey determines eligibility based on the following information: [1] willingness to participate in a 60–90-minute interview, [2] spoken English as their first or second language, [3] demographic data, and [4] participation in and/or completion of an internship towards their Sport Management degree within the past two years, namely, between January 1, 2021, and December 31, 2023. The corresponding academic calendar or ‘semesters’ are Spring 2021, Summer 2021, Fall 2021, Spring 2022, Summer 2022, Fall 2022, Spring 2023, Summer 2023, and Fall 2023. If the prospective participant declines recruitment to participate in the study and/or is uncomfortable speaking English, then [3] and [4] can be ignored. Snowball sampling is a ‘referral’ provided by participants. Participation via referrals is conducted in the same way as those in the convenience sample.

This sampling procedure allows the analysis to account for intra-group subtleties that may exist with the *governmentality* of students in Sport Management and their *care of self*. The purposeful aspect of this sampling enables the study to overcome the constraints of prior interpretive approaches to Sport Management internships. For example, survey-based - and maybe interviews - research with primarily white women responding [e.g., Hardin et al. (2021)]. The focus on universities in the SEC is also consistent with Foucault’s (1977[1995]; 1980) approach to studying the local, specific, and partial (Springer, 2012).

Data Collection and Management

Before discussing data collection and management, it is important to specify that these terms are problematic in post-qualitative inquiry (St. Pierre, 2021). Post-qualitative inquiry does not begin with preexisting methods of data collection (St. Pierre, 2021; St. Pierre, 2019). The

concept of data collection in itself is tricky due to its epistemic basis in separating data from the human subject to be collected by the researcher and analyzed (St. Pierre, 2021; St. Pierre, 2019). This research approach is a two-world ontology inconsistent with the one-world ontology of post-qualitative inquiry, referred to as an *ontology of immanence* (St. Pierre, 2019). In an *ontology of immanence*, there is no data to separate from the something because that something cannot be extracted from itself so as to be exterior to itself (St. Pierre, 2019). *Immanence* is focused on conditions of possibility (St. Pierre, 2019) and making room for something different (St. Pierre, 2021a). Yet, for the purposes of this project, data collection and management, as well as coding, are to be used. This is per Foucault's (1980) statement that,

It is up to you...faced with all the conflicts of power which traverse it, to confront them and construct instruments which will enable you to fight on that terrain (p. 65).

With all of this in mind, there may be a similar disconnect between theory and method, as seen in Hardin et al. (2021), and this is to be seen in this section and the forthcoming subsections. This is because Sport Management exists on a grid of intelligibility for research and commitments to discourse and knowledge that struggle to accommodate post-qualitative inquiry, and aspects of this project may not be recognizable to those methodologies (St. Pierre, 2021a) with using such terms.

Each of the data collection strategies is to be discussed in turn. In terms of interviews, sessions consist of 12 ethnographic questions with phenomenological probes to prompt further elaboration, if warranted. These questions are focused on various aspects of internship in Sport Management and framed in such a way as to assist in addressing the research questions mentioned above [see Interview Guide in Appendix]. This includes, but is not limited to, personal attachments to sport, the extent to which it informed pursuing a degree in Sport

Management, and the spatial and chronological ordering of an internship. Each of the interviews is to last between 60 and 90 minutes in spoken English. As a part of IRB and Social and Behavioral Research, an interview can only be conducted if the participants provide written or verbal informed consent. Interviews are audio recorded using Otter.ai, an audio transcription software that enables transcription in real-time. After interviews are completed, the audio and transcription produced by Otter.ai are exported to an external storage device [e.g., USB] for use later, while the audio and transcription on Otter.ai are deleted. Exporting the data from the audio transcription software to an external storage device and deleting the data on the account prevents any unexpected data breaches and protects participants' anonymity. The external storage device is to be kept in the personal office of the researcher - in a fire-proof safe and under lock and key - only taken out for [1] editing the interview transcription, in case there were any errors made by Otter.ai, [2] allowing participants the opportunity to review material [i.e., member checking], and [3] for data analysis. Participants are asked to provide a pseudonym to protect anonymity. Within one calendar year of completing the study, all audio and written transcription will be erased digitally or physically with a paper shredder.

With regard to document analysis, Sport Management internship manuals are to be stored in an external storage device similar to that of the internship data [e.g., USB]. This information will be stored on the same USB to prevent data loss or accidental misplacement of storage devices. Along with digitally saved material, each manual associated with the research project is printed out. Similar to the interview data, the digital and physical data is to be kept in the personal office of the researcher in a fire-proof safe and under lock and key only taken out for data analysis.

Data Analysis

The main approach to data analysis for the research project is intertextuality.

Intertextuality involves the “production, circulation, and consumption of discourses” (Liao & Markula, 2009, p. 32). While this includes accounting for authorship and publishers, there are a few other qualities of intertextuality to mention. First is how discourse includes or excludes information to constitute a discursive event (Blommaert, 2005), such as an internship manual, for example, using citations in academic literature in manuals. This prompts questions: *what research is getting published, what is getting cited, and what is not getting cited?* This is a subtle aspect of the data that can be used to assess surface linkages between *power, knowledge, institutions, and the control of a population* (Bové, 1995). Second, this approach can be used in assessing interview data and the surface linkages identified. For example, Internship Manuals and their *regime* for managing and controlling Sport Management students. In an interview, the student may refer to this *regime*. In this way, the student and the manual are connected.

There are a few ways to approach intertextuality and discursive formation. For example, the entanglement between ideology and *power* within discourse in which certain discourses are rendered more or less salient than others, particularly ways of thinking or *epistemes* (Bordo, 1986) as it relates to internships in Sport Management. Another way to consider intertextuality and discursive formation is through discourse amongst different discursive formations. This is interdiscursivity. Again, however, for the purposes of this genealogy, the focus is on intertextuality and identifying the strategies by which such a *regime* is normalized and the ways in which students refer to this *regime*. There are three important considerations to intertextuality and this project that need clarifying.

First is the use and function of a discursive event (Prior, 2008). By use and function, there is a double meaning here. On the one hand, it means that an internship manual is used by administrators and instructors toward purposeful ends (Prior, 2008). On the other hand, events reflect and exist in a schema of social interaction and relationality (Prior, 2008). Use and function then denote documents conveying action rather than existing nominally. It is this focus on function rather than content that allows this project to ask questions about Sport Management internship manuals on *what does it do* rather than *what does it say*. The second undercurrent is the reasoning that guides data analysis: abstraction to inform thematic coding.

Abstraction is a process by which concepts, especially usage and classification, are derived from examples. With that in mind, the project relies on Foucault's (1977[1995]) breakdown of *power* in *Discipline and Punish* to guide coding. The following breakdown of thematic analysis to guide abstractive coding is from Marshall and Rossman (2016) and Bernard (2011). First is open coding which enables the researcher to identify patterns in the data relative to *Discipline and Punish* (Foucault, 1977[1995]). A general pattern has a short-hand label or annotation to signify a main or important idea. Open coding entails a meticulous back-and-forth review of the data until patterns are discerned. Next is axial coding. This coding aspect allows the researcher to group the labels from open coding into a broad idea. These ideas are then diagrammatically grouped in relation to one another based on subthemes to be situated within the themes of *distribution*, *organization*, *articulation*, and *control* of *power*. These axial codes, subthemes, and themes are to be situated within categories or concepts that Foucault offers to understand *power* [e.g., *biopower* and *biopolitics*]. Codes are to be generated separately with regard to the data units of documents, surveys, and interviews and then are triangulated in a manner that is congruent with the methodological strategy detailed above. This process enables

the researcher to synthesize the data analysis to present research findings and inform the discussion. This is, however, not without issue as it relates to post-qualitative inquiry. This disconnect is the third point.

According to St. Pierre (2019, 2021a), post-qualitative inquiry has no coding. Coding is an extractive form of *representationalist logic* that post-qualitative inquiry rejects (St. Pierre, 2021a). This is one of the breakdowns between the grid of inquiry for this research project, as Sport Management still relies on conventional humanist qualitative methodology (St. Pierre, 2021a, 2019) with post-positivism projects. However, in relation to this project, coding is used because [a] St. Pierre (2019; 2021a) instructs us to listen to Foucault, who [b] instructs us to use the instruments that will enable us to fight on the terrain you are on (Foucault, 1980). It is for these two reasons that abstractive coding is used. Abstraction enables this inquiry to start with a theory and a set of concepts that is extended to an empirical reality (Vila-Henninger et al., 2022). This way of thinking differs from inductive coding, in which an inference is determined from an observed phenomenon without referring back to itself, and deductive, in which conclusions are based on a general rule (Vila-Henninger et al., 2022). Abstraction is, as St. Pierre (2019) alluded to, a combination of both (Vila-Henninger et al., 2022) and a space for concepts to link up, play, and support each other on planes of thought (Deleuze & Guattari, 1991/1994) towards *re-orienting thought* (St. Pierre, 2019). The alter of which, along with experimenting, is the goal of post-qualitative inquiry (St. Pierre, 2021a; St. Pierre, 2019; St. Pierre, 2018). In this way, the *representational logic* of ‘codes’ is then an index for the abstractive analytic thinking (Marshall & Rossman, 2016) associated with this project.

Table 3.2.*Table Showing Intertextuality*

Aspects of <i>Power</i>	Internship Manuals	Survey/Interviews
Distribution of <i>Power</i>	X	
Organization of <i>Power</i>	X	
Composition of <i>Power</i>	X	
Control of <i>Power</i>	X	X

Note. Chapter 4 focuses exclusively on Internship Manuals and Interviews regarding these four themes.

Memo-ing

Per Marshall and Rossman (2016), there are three types of memos in qualitative research: methodological, thematic, and theoretical memos. Each is to be discussed in turn. First methodological memos focus on the implementation of the different methods mentioned above. Such memo-ing enables the researcher to adapt and adjust to the ongoing data collection process. The next two memos - thematic and theoretical –account for the researcher’s thoughts about the data and how the data is coming together. More precisely, thematic memos allow the researcher to assemble units of data which, in turn, is used to build the analysis, while theoretical memos provide the researcher space to address the ways in which theory and related literature *is* or *is not* helping address patterns in the data. There are a few items in the memo-ing that need to be addressed as it relates to post-qualitative inquiry.

First is thematic and theoretical memo-ing on the marginalia documents and interview transcripts. Recall that, in an *ontology of immanence*, there is no data to be isolated and separated

for analysis. Rather any patterns or themes and their connection to theory are entangled, always becoming, and never static. Confining thematic and theoretical memos to the marginalia limits the extraction of data to keep discourse, themes, and theory entangled. Second, internship manuals and interview transcripts with accompanying memos are to be safely stored and only brought out for memo-ing. This is congruent with the data collection and management strategy documented above. Third, memo-ing is only to occur until after data collection is complete. That is to say, the researcher is not taking memos while, for example, conducting an interview, as this may distract the participant and researcher. Last is that this process is to be iterative.

Limitations

The research project is limited to NCAA member institutions of the SEC with undergraduate Sport Management programs. SEC institutions were selected because the financial and non-financial resources [e.g., alumni networks] and opportunities are contextually analogous. This reflects the local, partial, and situated understanding of post-structuralist approaches and institutions of society (Springer, 2012). This is also congruent with Foucault's (1980) approach to projects in that they entail "involvement with the struggles taking place in the area of question" (Foucault, 1980, p. 64); the project is not being conducted because it is interesting (Foucault, 1980). Instead, it is because those affiliated with the project work with or are attached to Sport Management programs at SEC member institutions. This involvement provides "political meaning" (Foucault, 1980, p. 64) to the area in question.

Next, aspects of this project had to yield to conventional humanist qualitative methodology. This includes but is not limited to, coding to generate themes to be grouped into broader categories that emerge from the data. It should be mentioned, however, that even St. Pierre had to 'follow the process' of a conventional humanist qualitative dissertation (St. Pierre,

2021a; Seiler, 2024). Yielding to conventional humanist qualitative methodology should not be seen as too much of a detriment to the project and prospects of post-qualitative inquiry in Sport Management. Indeed, St. Pierre could only develop the nuances of post-qualitative inquiry after completing her dissertation at Ohio State University. This project should be seen as a step towards innovative research in Sport Management by exploring new paradigms. By exploring new paradigms comes new patterns of thought, new research methods, and standards for legitimate contributions to Sport Management. This point affirms Newman's (2014) recommendation of expanding the *onto-epistemic boundaries* of the discipline.

Next, the study only accounts for internships. In post-traditions, there are multiple contexts for deconstructive research (Chong-Song Lee, 2015). This highlights the local, partial, and situated understanding mentioned previously. It is important then to explore the margins of other contexts in Sports Management, for example, the classroom (Taylor et al., 2019) and/or classrooms (Chen & Mason, 2018).

Last, archival material was limited, and the findings and discussion were limited to internship manuals and interviews. The lack of archival material is a limitation because without the historical component triangulated into the research findings, this project remains an ontology, not a historical ontology. However, it is worth mentioning that this *a* genealogy, not *the* genealogy, and findings associated with this project need to be seen as a part of a broader process of creating a genealogy on Sport Management internships differently [i.e., a future project] each time and figuring it out as I go. The latter is congruent with post-qualitative inquiry (St. Pierre, 2021) and points made by Foucault (1980). As such, the NASSM archival material at Bowling Green State University (BGSU) and archived Sport Management internship literature [see

Appendix for Sport Management Internship Archive] need to be addressed in a future project genealogical project.

Trustworthiness

This research project aims to conduct a Foucauldian genealogy on Sport Management internships. However, as mentioned above, a Foucauldian genealogy, a post-qualitative approach, is taken on by researcher(s) who have been or are a part of the domain queried (Foucault, 1980). This means that the current project is undertaken because people have been involved in Sport Management and, by extension, the polemics of internships in higher education for an extended period. There is no doubt that, on the surface, issues with this research project could emerge regarding trustworthiness. This is especially conspicuous given the positivist field of Sport Management (Bowers et al., 2014; Seifried, 2014), a paradigm often concerned with generalizability (Carminati, 2018) and a detached knower (Foucault, 1980; Harraway, 1988) in which qualitative methods are struggling to make inroads (Singer et al., 2019) and post-qualitative inquiry is nascent.

In a post-qualitative research project, there is no detached knower, or as Harraway (1988) put it, “god trick of seeing everything from nowhere” (p. 581). In particular, the tenets of conventional humanist qualitative methodology (St. Pierre, 2021; St. Pierre, 2019) that are concerned with trustworthiness [e.g., generalizability, validity, objectivity, transferability, replicability] are not appropriate for post-qualitative inquiry (St. Pierre, 2019). Those judgments “impede the experimentation and creativity required for the new” (St. Pierre, 2019, p. 10). This is not to say that post-qualitative inquiry does not have trustworthiness. Rather, it may be defined differently. Trustworthiness then is defined and outlined in two ways: [1] affect and [2] long preparation.

In terms of affect, St. Pierre (2019) stated that “we look for and affirm novelty and difference and use categories like “Interesting, Remarkable, or Important” (Deleuze & Guattari, 1991/1994, p. 82)” (p. 10). Qualities such as these are affectual aspects of post-qualitative research projects that are [1] not reliant upon methodology to produce generalizability or replicability and [2] are not ascertainable before starting and completing the project. Recall from above, a genealogy is to produce an effect history that chips away at the norm by looking to the formation of discourses and relations of *power* in the production of a *regime of truth* (Davidson, 1986; Foucault, 1980) without privileging method (Foucault, 1997/2003) in any way. Effect history is meant to induce the response of ‘interesting, remarkable, or important.’

The second is long preparation. This is a term used by St. Pierre (2019, 2021) occasionally. The general idea of long preparation is that the reading and thinking required to identify and understand the difference between orthodoxic ways of thinking relative to the heterodoxic thinking required with post-qualitative is time-consuming. Orthodoxic ways of thinking often produce the “quick, one-off” (St. Pierre, 2019, p. 8) interview or survey project typical in Sport Management [see Methodological Critique]. Conversely, long preparation is based on the historical and philosophical components of poststructuralist scholars, archival building, and thinking within poststructuralist thought (St. Pierre, 2019). As such, this is not an orthodoxic project of surveys and interviews but a meticulous, detailed-oriented project that is crafting the tools needed (Foucault, 1978 [2000]; Foucault, 2003[1997]) to produce an effective history of Sport Management internships. Nevertheless, there are a few items to mention regarding aspects of this project to provide transparency. This research project paid close attention to the following: triangulation, feedback, member checking, and audit trail.

Triangulation

Triangulation concerns the approach used to synthesize intertextuality. This approach allows the research project to evaluate the relationships among discursive events, enhancing the analysis's depth and richness.

Search for Disconfirming Evidence

The researcher is to search and account for disconfirming evidence. While disconfirming evidence includes, but is not limited to, negative cases and/or deviant cases that may contradict findings in conventional humanist qualitative research (Marshall & Rossman, 2016), this may not be the case in post-qualitative research. A Foucauldian genealogy examines this alongside *power* in forming, regulating, and transforming *discourse*. Negative cases and/or deviant with post-qualitative inquiry may be an important finding and/or point of discussion. As such, disconfirming evidence may not necessarily be a hindrance as it represents something else entirely.

Reflexivity

The researcher is to engage in ongoing reflexivity. Reflexivity is a process in which the researcher reflects on their position with the research. Aspects of reflexivity are accounted for in the Subjectivity Statement; however, there are more ways in which reflexivity is accounted for in relation to this project. Foremost is a notebook dedicated to ongoing reflection.

Feedback

The lead on the project is to solicit feedback from those familiar with the domain. In this case, committee members. As mentioned above, a Foucauldian genealogy is well suited to including those involved in a domain to confront and deconstruct a specific polemic.

Member Checking

There are to be two member checks with participants. First, after interviews, transcription, and preliminary analysis, the lead on the project is to obtain feedback and request correction or removal of information on transcription and preliminary analysis from the interview. The second member check is to share the genealogy analysis with them. This allows them to read and, if they choose, to comment on the analysis. The amount of member checks is to be limited to two in order to respect the participant and the demands of the interview and two member checks.

Audit Trail

There is an audit trail for future researchers to access and build on; for example, listing the Sport Management internship manuals used. This is to allow researchers to inquire and add to the archive. An audit trail, then, is to assist with future projects. An audit trail for interview data is not left, per the data collection and management strategy and ethical considerations discussed below.

Ethical Considerations

Document Analysis

This project follows all intellectual property, proper attribution, and copyright policies and procedures.

Interview

Before any interview is scheduled, each participant needs to provide signed consent. Regarding signed consent, each participant must have received, read, and signed an Informed Consent form as a PDF file sent via email identified in the survey. The form is to be signed, dated, and sent back to the researcher, who will retain a copy for record-keeping and store it in

the researcher's personal office. The researcher is to read the Informed Consent form aloud and elicit feedback to affirm the participants' understanding of the research study. The consent form documents the following aspects of the research:

- 1. The purpose of the study,**
- 2. a description of requirements, step-by-step, associated with the project,**
- 3. the anticipated time requirements of the participants associated with the project,**
- 4. the voluntary conditions of their participation [i.e., this means that participants can withdraw from the project at any time],**
- 5. potential risks and benefits associated with the study, and**
- 6. information on confidentiality and compensation.**

There are a few additional items to mention. First and foremost, the consent process and data collection related to interviewing did not begin until Institutional Review Board (IRB) approval was obtained. Second, the Consent Form and the semi-structured interview style are meant to maintain transparency regarding the research project.

Summary

This chapter provided an overview of the research design, data collection and management, data analysis, etc. This Foucauldian genealogy is meant to provide an 'effective history' that re-orient's thought on internships in Sport Management. In particular, it deconstructs the formation of such a practice to understand the present. It questions the 'taken-for-granted' and the source for such claims by identifying a specific *regime of truth* that guides and manages Sport Management students on internships. Such a project extends the field of Sport Management's understanding of internships beyond the positivism of forming standards and quality control for internships within the Sport Management programs and the broader scope of the university [e.g., needs assessment research, liability mitigation, tort law, FLSA, discrimination], and pedagogy and post-positivism of interpretive and critical paradigms to post-qualitative inquiry. With its goal of re-orienting thought, post-qualitative inquiry creates a space

to write in to, or, as Butler (2013) mentioned, areas to refuse to repeat: this is agency. It is with this in mind that practical implications, theoretical applications, and recommendations are provided in Chapter 5.

CHAPTER 4

RESEARCH FINDINGS

This chapter addresses research questions related to document analysis [i.e., Sport Management internship manuals] and participant interviews [see Table 3.2]. Document analysis was used to uncover the gradations of internship in Sport Management at the intersection of *power* and *truth*. Participant interviews were used to further elaborate on that intersection. These findings establish the domain of internship in Sport Management, which can be understood through two categories related to Foucault's *power*: *biopower* and *biopolitics*. While *biopower* refers to the intersection of *power* and *truth* in creating a political and economic strategy over the social body, *biopolitics* refers to how a population is an object of *knowledge*, *power*, laws, and policy in controlling, managing, and producing them. Various themes, subthemes, and axial codes related to *biopower* and *biopolitics* are understood through Foucault's (1977[1995]) breakdown of *power* in *Discipline and Punish*. Such an approach to findings is consistent with post-qualitative projects prioritizing the philosophy of post-structuralist scholars (St. Pierre, 2021a; Seiler, 2024). This chapter is consistent with the broader categories of *biopower* and *biopolitics*, respectively, [See Table 4.1], and is divided into four parts and presented in a thematic format on the distribution, organization, composition, and control of *power*.

Part One is based on the document analysis of Sport Management internship manuals [see Table 4.2] and addresses Research Question 1a. First is the Distribution of *Power* and how internship manuals convey enclosure, partitioning, the functionality of an internship, and ranking the student via matriculation. The second is the Organization of *Power*, which addresses the different components used to finalize the internship experience and interactions between the student, the on-site supervisor, and the Sport Management internship coordinator. The third

section is the Composition of *Power*; more precisely, how students are articulated in Sport Management internship manuals and the *objectives* associated with the learning experience. Fourth is the Control of *Power*. This section is on how Sport Management internships attempt to organize time and extract more meaningful moments from it. This control and manipulation of time affects Sport Management student experiences in ways that enable and constrain their pursuit of a degree in Sport Management.

Part Two and Three address Research Question 1b and are based on interviews with 15 Sport Management students who have completed their internships. These two parts address the final two subthemes in Control of *Power*: *practices of self* and *care of self*. Part Two addresses the former by documenting how the Sport Management student is enabled and constrained by internships and, in the process, produce themselves as interns: see Table 4.3 for demographic and internship information on participants and Appendices for Recruitment Message. Part Three triangulates the findings from Part One and Part Two to provide a more detailed, comprehensive portrait of internships in Sport Management, highlighting the emerging subtheme in the Control of *Power* of *care of self*.

After Research Questions 1a and 1b have been addressed with Parts One, Two, and Three, an ‘Emerging Themes Beyond Theory’ section is offered. This ‘Beyond Theory’ section highlights recurrent topics that emerged through the interviews that are not exclusively tied to the biopower and/or biopolitics of internships in Sport Management but roughly connected to the research topic. A summative section of the Research Findings is offered to conclude Chapter 4, addressing the research questions in relation to Parts One, Two, and Three.

Table 4.1. Overview of Chapter Sections based on Categories for Foucault's *Power* and Themes

Part	Category	Theme	Subtheme	Axial Code
One	Biopower	Distribution of <i>Power</i>	Enclosure	Internal Differentiation
			Partitioning	way of thinking
			Functional Sites	Production
			Rank	Student
	Biopolitics	Organization of <i>Power</i>	Finalizing Segments	<i>epistemological-juridical</i>
			Relationality	Pastoralism
Two	Biopolitics	Composition of <i>Power</i>	Articulating the Student	Bringing Power Relations into Being; Systems of Differentiation; Types of Objectives
				Before; During; After
				Acting in accordance with oneself; Affectual Trigger; Refinement
Three		Control of <i>Power</i>	Exhaustive Use	mode of subjugation; ethical substance; self-formation; <i>telos</i>
			Practices of Self	

Note. Chapter 4 elucidates *biopower* and *biopolitics* organized around Foucault's themes of *power*, associated subthemes, and codes.

Table 4.2. List of Internship Manuals used, publicly available information.

University	Link
University of Arkansas	https://catalog.uark.edu/undergraduatecatalog/collegesandschools/collegeofeducationandhealthprofessions/recreationandsportmanagementresm/
University of Florida	http://hhp.ufl.edu/about/departments/spm/
Louisiana State University	https://www.lsu.edu/chse/kinesiology/undergraduate_programs/bs_sport_administration/index.php
Mississippi State University	https://www.kinesiology.msstate.edu/undergrad-programs/spad
Texas A&M University	https://knsn.tamu.edu/academics/bs-sport-management/
University of South Carolina	https://sc.edu/study/colleges_schools/hrsm/study/areasofstudy/spte/

Note. The link to the Sport Management program was provided rather than the manual itself for the following reasons: [1] the source link may change over due to software updates which could render the embedded link null; [2] the host may modify the internship manual which could render a source link null; [3] programs and/or departments typically have the manual on their website, so, even if the links sourced used for this study are no longer working, it may still be found on the website.

Table 4.3. Participant Demographic Information

Pseudonym	Age Range	Self-Identified Gender	Self-Identified Race/Ethnic Identity	Self-Identified Socio-Economic Status	Internship Semesters
Jessica	18-30	Female	White	Middle-Class	Spring 2021; Fall 2021; Fall 2022; Spring 2023; Fall 2023
Roy	18-30	Male	White	Upper Middle-Class	Fall 2022; Spring 2023; Summer 2023; Fall 2023
Priscilla	18-30	Female	White	Upper Middle-Class	Spring 2022; Spring 2023; Summer 2023
Angela	18-30	Female	Asian	Upper Middle-Class	Fall 2021; Spring 2022; Fall 2022; Spring 2023; Fall 2023
Dana	18-30	Female	Black or African American	Lower-Class	Spring 2023
Emma	18-30	Female	White	Middle-Class	Spring 2021; Summer 2021
Calvin	18-30	Male	White	Middle-Class	Spring 2022
Bert	18-30	Male	White	Middle-Class	Spring 2021; Summer 2021; Spring 2022; Summer 2022
Matilda	18-30	Female	White	Middle-Class	Fall 2021; Spring 2022; Fall 2022; Spring 2023
Sterling	18-30	Male	White	Upper Middle-Class	Fall 2022
Harper	18-30	Female	Two or more races	Upper Middle-Class	Spring 2021

Gene	18-30	Male	Two or more races	Lower Middle- Class	Summer 2022
Perry	18-30	Male	White	Middle-Class	Summer 2023; Summer 2022; Spring 2022; Summer 2021
Cecil	18-30	Male	White	Upper Middle- Class	Fall 2021; Spring 2022; Fall 2022; Spring 2023
Rebecca	18-30	Female	White	Middle-Class	Summer 2023; Fall 2023

PART ONE

Biopower: The Distribution of *Power*

For *power* to be productive and spread across institutions to insert itself into the social body of the Sport Management student, it needs to be spatially fixed to a formal institution to distribute its material and non-material effects. This spatial fix of *power* is distributed hierarchically, allowing for a disciplinary apparatus to be defined by a *regime of truth* and administrative processes to manage and produce populations. This creates a field of experience for the Sport Management student to make subjectivity possible. This can be seen in the subthemes of *enclosure*, *partitioning*, *functional sites*, and *rank* within Sport Management internship manuals.

Enclosure

Based on the references in Sport Management internship manuals, it is apparent that there are quite a few boundaries at varied scales. This includes the department where the Sport Management program is located and its position within the university. For example, within a Kinesiology department or a distinct Sport Management department, which, in turn, are located within a specific sub-college at the university [e.g., Education, Business, Recreational and Leisure]. This phenomenon, known as internal differentiation, hints at three essential characteristics. First, it suggests a hierarchical regulatory structure within and across heterogeneous departments and programs. Further departments and programs ‘cluster’ together based on similar disciplinary commitments to *knowledge* and *truth*. For example, the Kinesiology and/or Physical Education departments cluster into a ‘department’ because of a pedagogical commitment to physical activity and topics of medicine, retail, event management, and coaching. The clustering of *knowledge* and *truth* fixes a disciplinary apparatus spatially for

effective and efficient production within its *enclosure*. Within and across this clustering of academic disciplines and hierarchical structure, regulatory authority is distributed accordingly as laws, policies, and procedures that converge and diverge. For example, the Sport Management program is afforded the regulatory authority to approve and disprove an internship site requested by a student. However, if the requested internship site is international, the program may have to coordinate with the Global or International Engagement Centers at the university level. This alludes to the second characteristic: *internal differentiation* enables programs and departments to monitor and regulate their own administrative affairs. For example, supervisors in Sport Management can monitor and regulate their affairs relative to the department, sub-colleges, and university without constant supervision from ‘higher-ups’ or getting overburdened with bureaucratic oversight unless deemed necessary. This means specific persons within the department have a certain amount of regulatory authority over others, entrusted to act on behalf of ‘higher-ups’. These two points on *internal differentiation* are both enabling and constraining for Sport Management and can provide conditions for a good deal of *internal dysfunctionality*. The heterogeneity of a supposedly homogenous cluster creates porous boundaries between Sport Management, Physical Education, and/or another department, which, in turn, requires administrative oversight internally. Last is that *internal differentiation* allows for the management and production of populations. From an administrative perspective, this refers to the monitoring and regulating of students across time and space. For example, monitoring the number of courses taken in a semester, who is taking them, who can take them and who cannot, appearances and disappearances of students, and streamlining communication and advisement at the scale of the program. This is especially pertinent given that internships in Sport Management are intended to be a cumulative learning experience. From a student perspective, it enables them

to move easily to various fixed locations on campus, such as moving spatially from one course to the next through time. The *enclosure* identified in internship manuals then establishes and affirms the administrative and disciplinary boundaries for Sport Management towards *producing* the student and, prospectively, the intern.

Partitioning

It is evident in manuals that an internship in Sport Management is a course in a serial grid of matriculation situated [i.e., *spatial-temporal segmentation*] to be a culminating learning experience towards *production*. Such *production* necessitates the *partitioning* of courses or units into an arrangement and linked together in such a way as to ‘produce’ the sport manager: this is discipline. It is necessary to view an internship in Sport Management as a strategically positioned unit with a disciplinary apparatus, termed matriculation, that facilitates the production of a sports manager. However, *partitioning* has a few nuances that need to be addressed.

Table 4.4.

Serial Matriculation Grid for Sport Management

Year One	
Fall	Spring
English 1 (3)	English 2 (3)
Math 1 (3)	Math 2 (3)
Physical Science (3)	Life Science (3)
World Language & Culture (3)	World Language & Culture (3)
	Economics 1 (3)
<i>Meet with Academic Advisor to plan courses for Spring Y1</i>	<i>Meet with Academic Advisor to plan courses for Fall Y2</i>
Year Two	
Fall	Spring
World Language & Culture (3)	Political Science (3)
History (3)	Social Sciences (3)
Communications 1 (3)	Intro. to Sport Management (3)
Economics 2 (3)	Accounting 1 (3)

	Physical Education Requirement (1)
<i>Meet with Academic Advisor to plan courses for Spring Y2</i>	<i>Meet with Academic Advisor to plan courses for Fall Y3</i>
Year Three	
Fall	Spring
Marketing 1 (3)	Business Management 1 (3)
Ethics in Sport (3)	Sport Sponsorship (3)
Fundraising in Sport (3)	Sport Law (3)
Major Elective (3)	Practicum (3)
General Elective (3)	
<i>Meet with Academic Advisor to plan courses for Spring Y3</i>	<i>Meet with Academic Advisor to plan courses for Fall Y4</i>
Year Three-Four	
Summer	
Internship	
Year Four	
Fall	Spring
Finance 1 (3)	Gender & Sport (3)
Sport Promotion & Sales Management (3)	Facilities and Event Management (3)
Sport Marketing (3)	Contemporary Issues in Intercollegiate Athletics (3)
Major Elective (3)	Major Elective (3)
General Elective (3)	General Elective (3)
<i>Meet with Academic Advisor to plan courses for Spring Y4</i> <i>Apply to Graduate before Spring Y4</i>	<i>Graduate</i>

Note. This is not from any specific Sport Management program. Rather, it is a general outline for courses and their sequential order to highlight the disciplinary apparatus of Sport Management. The pieces of this apparatus are in place for the student to occupy intervals and move to new intervals. These pieces are meant to maintain the regulatory and efficiencies of transforming the student from an input into an output.

First and foremost, *partitioning* a disciplinary apparatus for *production* is organizing an analytic space. Within this analytic space is a *material-discursive* manifestation of *power* and *truth* forming a *dispositif* that, again, intends to produce the sport manager: exercises and other

manners of conduct, methods of pedagogy, *knowledge* on the sports industry, assessments and examinations, rendering judgments, and calculating quality or merit in scrutinizing the Sport Management student. In an internship manual, the source for organizing the analytic space of an internship is a combination of militarism and corporatism. This includes but is not limited to lexical choices for labor in forming and outlining hierarchal relations labor [i.e., on-site supervisor, internship coordinator], punitive language with corresponding threat of action, and, perhaps most interestedly, personal responsibility and accountability. This is a subtle hint of the ways in which *power* in Sport Management initially organizes productivity towards production.

Second, how Sport Management programs regard their students in these spaces is constraining. More precisely, the student is reduced to the functional components of the internship. The functionality of a Sport Management internship is defined in terms of the student's professional development. The student is then reduced to the different components that enable professional development. For example, working a minimum of hours, completing assignments, submitting performance evaluations, and the scheduling meetings with the internship coordinators to facilitate professional development. This is *functional reduction* and reflects a *way of thinking* about the Sport Management student. In this *functional reduction* of the Sport Management student, there is little room for any 'grey area.' A grey area means there is no space analytically for external or internal conflict or struggle, as it hinders *production*. For example, there are minimal resources offered in manuals to students to address instances of sexual assault or harassment on-site. This is, again, a 'grey area.' *Partitioning* an analytic space into such a highly generalizable silhouette of *production* is a starting point for organizing and composing the Sport Management student at the level of the population.

Lastly, *partitioning* is highly contested and not ahistorical. Recall from the prior section on the distribution of *power*, *internal differentiation*, and the structural position of regulatory authority [i.e., *who decides on what* and *according to whom*] can both enable and constrain the formation of this serial matriculation grid of Sport Management programs. In particular, which units are positioned at which spot in the grid. All these, taken together, suggest a *regime of truth* exclusively focused on *production*. This positivist *regime of truth* removes ambiguity, cleansing any ‘grey areas’ so as to form a positive economy of the body.

Functional Sites

Within and across analytic spaces, students are defined, organized, systematized, distributed, fragmented, and audited per a disciplinary apparatus. Again, this serial grid is matriculation: a segmented *temporal-spatial arrangement* in which different courses or units are linked together in successive stages of *production*. A unit is then an analytic space for a specific modicum of *power* to invest a corpus of *knowledge* on to the social body: a *functional site* for *production*. For example, a course on Introduction to Sport Management is one of, if not the initial, analytic space filled with specific *knowledge* of sport and teaching approaches to provide students with a foundational overview of the industry. An internship in Sport Management is a cumulative learning experience in a Sport Management program in the same vein. On the surface, the function of the internship in matriculation is also its purpose and its reason for such a curricular offering: enhancing the student's professional development. Nonetheless, there is a component of manuals that is more subtle than how internships are strategically situated in a grid of *production*: the manual articulates the site's functionality exclusively in terms of *production*.

This overlaps with the prior subtheme on *partitioning* and the functional understanding of the Sport Management student. However, the internship in Sport Management, as a *functional*

site, means that the student is not only reduced to functional components of the internship and experiences that are to be expected but is bound up in a system of *production* defined by its own production. This includes, but is not limited to, prerequisites, minimum hours of work, journalling, meetings, and performance evaluations. It is this scaffolding that, concerning the learning experience, is supposed to *produce* an output. Such a *regime*, focused on a positive economy of the body, augments the aforementioned *way of thinking* about the student and on the forthcoming subtheme of *exhaustive use*. Further, *knowledge* according to whom towards defining and forming this functionality is also unclear. Nevertheless, it is this *regime* that is regarded as *knowledge* in itself.; this is a cleansed *knowledge* of the student and pedagogical scaffolding.

Rank

Broadly, *rank* refers to the position of the Sport Management student in their matriculation. The *student's rank* in the internship manual is emblematic of the *regime* identified above, which is focused on a positive economy of the body. This, in turn, means that the *student's rank* is still 'grey.' By 'grey' as it relates to *rank*, it means that there are aspects of the Sport Management students' qualifications for participating in an internship that are understood while others are left inferred. Given the strategic position of internships in Sport Management, all of the relevant training and examinations students undergo *before* placement at a site are silenced. Nevertheless, this position is simultaneously a referent for the distribution of Sport Management students who are also undergoing training and examination within a predefined educational order. Within this educational order is a hierarchy of *knowledge* that trains and examines students per the pedagogical criteria of associated Sport Management courses [See Table 4.4]. The Sport Management student does not exist outside of this educational order, which

is organizing, classifying, and auditing students in relation to one another. The student is constantly progressing through a Sport Management apparatus of exercises and examinations until participation in an internship is required to complete training. In this way, the disciplinary apparatus for Sport Management targets the social body in a way that produces the Sport Management student. Once the Sport Management student is ready for the internship requirement, the internship manual comes into play.

The internship manuals objectify Sport Management students as the subject of the statements within; the manual is creating a specific Sport Management student, the intern. The specific qualifications of this student are, again, muted. Curbing the conspicuousness of prior training allows a new identifier [i.e., the intern] to form, which fixes the student's identity at the population level. This re-articulation of the Sport Management student exposes them to a new corpus of *knowledge*, sets expectations, establishes norms, and maps the experience for experiencing an internship in Sport Management.

Biopower: The Organization of *Power*

For *power* in Sport Management to be productive, a referent needs to be sourced as a political and economic strategy to co-exist with knowledge to be organized and facilitate a *regime* that articulates the Sport Management intern and setting parameters for *what is to be experienced* and *what is to be expected*. Political and economic strategy refers to any *scientifico-juridical* murmurs towards controlling and managing populations. With internship manuals in Sport Management, this can be accounted for in *finalizing segments* and *relationality*.

Finalizing Segment

Finalizing the *temporality* of a Sport Management internship is of note. By *temporality*, it does not mean the internship is a cumulative experience at the end of matriculation in Sport

Management programs. Instead, it is the duration of the internship. Most internship manuals use a ‘minimum of 400 hours, 40 hours per week’ paradigm for labor. This can be called a 40-5-8 principle, meaning working 40 hours per week, 5 days a week, for 8 hours per day. This norm is connected to an entire body of *knowledge* on labor and organizing it around production to maximize efficiencies and minimize inefficiencies [i.e., *scientifico*]. This referent needs to be seen as a strategy of political and economic management sourced from corporate labor practices and, by extension, used as a ‘minimum’ requirement to address the DOL, FLSA, and the Internship Program of the FLSA [i.e., *juridical*]. It is these *scientifico-juridical* resources in internship manuals that organize the productive capacities of *power* at an institutional level and integrate them into a general system of *production*.

This organizing strategy, in theory, positions the Sport Management student as completing their internship in 10 weeks. However, this is the point at which ‘minimum’ is essential. The Fall and Spring semester is around 15 weeks, while the summer semester is around 12 weeks. Establishing a ‘minimum’ enables the Sport Management student to go over a ‘400 hours, 40 hour per week’s work schedule. This ‘minimum’ then addresses three issues: [1] it accommodates the capricious lifestyle of working in the sports industry, [2] it provides Sport Management programs an administrative buffer to cover FLSA Internship Program mandates, and [3] allows the Sport Management student to work beyond the minimum requirements. In this way, the organizing strategy for *power* is a *scientifico-juridical* referent to form a political and economic strategy to manage students and production that simultaneously muddles the boundaries between legality and illegality.

Relationality

In organizing *power*, there is a *relationality* to the production and/or production of relations that, as a consequence, produces an outcome, meaning *power* produces a *relationality* between people, artifacts, and ideas that are woven into a broader system of *production*. The most tangible way Sport Management internship manuals produce *relationality* is based on a *system of differentiation*. This system will be discussed in the next section on *biopolitics*; yet, for purposes here, it needs to be clarified that *relationality* and its corresponding *system* fashion a *pastoral* field of interaction between the Sport Management student and the internship coordinator. The latter is the mediator and arbiter for the student ‘becoming a sports manager’, which only happens upon completing an internship and graduating with a sports management degree. Nevertheless, the *relationality* construed in an internship unit should not get lost in matriculation.

The disciplinary apparatus of Sport Management is an *arranged* hierarchy of *knowledge* in which different units are linked together in successive stages of *production*. As such, if understood through everything documented above, *relationality* is *pastoral* by construing a *system* of relations between Sport Management students and those with regulatory authority over controlling, managing, auditing, examining, and producing them. From this, two items are mentioned regarding internships and *relationality*. First, this creates a field of interaction that induces self-reflexivity or produces self-governing subjects, broadly called a project of docility. This is to be documented below in the composition of *power* and the schema by which the Sport Management intern is articulated. Second is that the student is confronting something in this *unit*, indicating that there is a reason for positioning the internship towards the end of the apparatus

concerning their training. The internship manual does not detail the particulars of this. However, the *rank* of the Sport Management intern at this moment during matriculation offers a subtle hint.

The discursive shift from Sport Management ‘student’ to Sport Management ‘intern’ transposes the education and training received to an inferred level of qualification. However, this level of qualification enables the student to pursue work experience in the sports industry. In this way, the Sport Management student, now an intern, directly confronts the sports industry and the marketplace. The marketplace was more abstract than tangible for most students’ movement through the apparatus. The *knowledge* invested in units of the apparatus towards defining analytic spaces are heavily biased towards principles of business and marketplace, such as revenue generation and/or liability mitigation, and used as a guide for training and examination. This *knowledge* does not disappear between classroom units and the internship unit. The marketplace still guides the internship coordinator’s judgment over the student. It sets the parameters for evaluation in accordance with *who the student is*, accounting for *what they have done* pre-internship, *do* during the internship, and *may become*. This, especially related to the internship unit, is emblematic of *pastoral power*.

Biopolitics: The Composition of *Power*

Power in Sport Management is constructed around a disciplinary apparatus of *knowledge* and *truth* over the social body. This is the *biopower* of Sport Management internships, and, in doing so, the Sport Management intern is fashioned. On the other hand, the micro-politics that controls, manages, and produces the Sport Management intern and antagonizes or vexes them is *biopolitics*: the politicization of the social body. Internships in Sport Management are about forming an *anatomo-political regime* that articulates the Sport Management student in a way that

maximizes the efficiencies of its heterogeneous parts while ensuring that systems of relations are maintained and not disrupted.

Articulating the Sport Management Intern

The most conspicuous undercurrent in internship manuals is how it discursively constructs and articulates the Sport Management intern. With this in mind, it is important to understand the instrumental utility of the *functional reduction* of the intern, as documented above, and its *discursive* position. *Discourse* can articulate the object that it speaks of. In terms of *biopower*, this means articulating the object [i.e., the Sport Management intern] in such a way to maintain a *relationality* that guarantees results. This can be seen in three subthemes: *bringing power relations into being, systems of differentiation, and types of objectives*.

Bringing Power Relations into Being. The crux of *bringing power relations into being* is the understanding that participation in and completing an internship in Sport Management is a *required* learning experience within the apparatus. While there are more than a few items to mention concerning this, it is important to note that the student cannot graduate with a degree in Sport Management without an internship. This fashions a strategic *biopolitical* ‘bottleneck’ between a degree in higher education or not. More often than not, this compels a Sport Management student to act accordingly. The item ‘act accordingly’ is addressed in the lexical resources used to form an internship manual in Sport Management: an amalgamation of paternalism and the personal responsibility of each student. It is up to the student to ‘find an internship that matches their career interest,’ to ‘take advantage of the opportunity offered to gain valuable work experience,’ and to ‘get on-site supervisors to complete evaluation reports and submit them.’ Further, this is ‘your choice’ and ‘your future in the sports industry depends on it.’ The list goes on.

This coincides with the expectation that the student removes various support systems or social safety nets. This includes but is not limited to, taking other classes, having full-time or part-time employment elsewhere, or, if you are a student-athlete, figuring it out. The cost of this can be immense. For example, some Sport Management internships are for three or six credit hours. The recommendation to take no other classes can inhibit students from receiving federal financial aid to off-set tuition costs, which may require them to [1] seek part-time employment while completing an internship, which is not recommended, [2] pursue student loans from private lenders, and/or [3] rely on material and non-material resources of nuclear or extended family or fictive kin.

At the intersection of paternalism, personal responsibility, and the reduction of social safety nets, going into an internship is a *relationally* and structurally disadvantaged student. This is important to understand because, as mentioned above, when the Sport Management student confronts the marketplace directly, the market transfers responsibility back to the individual to be deemed either qualified or unqualified. Any failure or fault would be attributed to the personal failure of the student. These are the contours for precariousness and an affectual condition that puts *power* into action. This is a subtle discursive form of neoliberal objectification that has the capillary effect of inducing a self-reflexive or self-governing subject.

System of Differentiation. There is a *system of differentiation* amongst the Sport Management intern, on-site supervisor, and internship program coordinator that augments *bringing power relations into being*. This *system* facilitates a person or persons to act on another. It is explicit that ‘status’ is the modicum for *differentiation* between and amongst the Sport Management intern, on-site supervisor, and internship program coordinator. Status has a three-fold meaning for an internship in Sport Management. First is that the internship site is the locus

for experiential *knowledge*. Second, the Sport Management program is a site for theoretical and conceptual *knowledge*. Last, the sources of this *knowledge*, its formalization, and its intersections create a *system of differentiation* to construe differential status between and amongst the Sport Management intern, on-site supervisor, and internship program coordinator. The on-site supervisor is recognized as having *knowledge* of the industry needed to lead and evaluate the intern accordingly. Similarly, the internship program coordinator has theoretical and conceptual *knowledge* of Sport Management to lead and evaluate the intern. Further, the on-site supervisor and internship program coordinator have more experience than the intern. The intern, in relation to the on-site supervisor and program coordinator, does not have similar quantities or qualities of *knowledge*. While this may seem to be a straightforward finding, it is the way in which this status is created within Sport Management internship manuals that is of note: the student as a recipient of a preposition and associated verb or action.

The on-site supervisor and internship program coordinator act upon the student. For example, ‘the student must consult with their academic advisor before initiating the internship process.’ This is because, administratively, the academic advisor has regulatory authority over the student. In another example, ‘the student is required to elicit feedback in the form of a performance evaluation from their supervisor and submit it to the program coordinator.’ This example, along with many more, forms a matrix of interaction in which the student is acted upon in a way exclusively defined by status and regulatory authority over the student via the strategic use of syntax.

Types of Objectives. By *types of objectives*, it is not meant in the generic, surface-level sense [e.g., learning outcomes] or augmenting learning experiences. Instead, *objectives* are an extension of *bringing power relations into being* and how others act upon students. In this way,

objectives are a strategy to organize a *system of productivity* towards controlling interns within the internship unit and managing them so as not to undermine this system. In this way, *types of objectives* are not capricious: *objectives* do something. These *types of objectives*, then, should be seen as ways to maintain the *system of differentiation* and *pastoral relationality* mentioned above and constrain those from disarticulating it. Such a strategy is called *degrees of rationalization*. This can be seen in the teleology, use of punitive language, and the neoliberal subjectification of students in Sport Management internship manuals.

Degrees of Rationalization: Teleology. Regarding this subcomponent of *degrees of rationalization*, most, if not all, manuals explicitly state that the internship learning experience ‘enhances the professional development’ of the student. Enhancement, especially regarding the *spatial-temporal ordering* of internships, is underscored by the notion of ‘progress’ and ‘personal growth’ alongside interventions scaffolded into the learning experience [e.g., 400 on-site hours, weekly reports, mid-term paper, and final paper] designed to prompt personal development. On the surface, this is a pre-determined outcome for the internship; however, it is also noteworthy that personal development is offered to the student as a justification or explanation for participating *before* the internship begins. Such a presupposition is a teleological formation. There are multiple items to mention for this type of formation.

First is the irrelevance of a causal relationship between the reason for a Sport Management internship and its goal throughout internship manuals. For example, similar to the *system of differentiation*, the use of prepositions in internship manuals objectifies the student in a way that renders them the exclusive recipient of ‘personal growth’ or ‘progress.’ However, what happens when that causal relationship breaks down? For example, if students quit their internship in Sport Management, then to what extent can an inference be made on ‘personal growth’ or

‘progress’ related to their experience? The causal link between reason and goal is based on the inference of students completing their internship, not quitting; yet, are students not increasing their knowledge of the sports industry by quitting? Perhaps students quit the internship because they concluded that working in the sports industry was not for them. If students do quit for these reasons, this is still ‘personal growth’ and ‘progress.’ It then becomes a question of according to which criteria ‘personal growth’ or ‘progress’ is established and according to whom. This transitions to the next point: failure.

There is no space or accommodation for failure in Sport Management internships. By having no space or accommodation for failure, it means there is no acknowledgment of it in manuals. Conversely, manuals go to great lengths to set the parameters of a successful internship experience. Even so, there can be no success without failure. The only hint of failure in manuals relates to the faculty supervisor evaluating and assigning a final grade to the student. Nevertheless, this ‘hint’ is compounded by a general lack of clarity mentioned above on evaluation criteria for final grades. Other than quitting or an unfavorable grade, the parameters of failing an internship are poorly understood. As a result, a one-sided binary reality is fashioned in which ‘success’ is the only outcome. This is not to construe a binary between ‘success’ and ‘failure’ because interns do ‘struggle’ on internships socially, mentally, and financially. However, the notion of ‘struggle’ is a grey area in this binary reality that privileges success over all other possibilities. In the case of internships, the absence of acknowledging or accommodating failure or struggle renders the causal relationship arbitrary. Arbitrariness is the third point and can be approximated in one crucial aspect.

The notion of ‘personal growth’ or ‘progress’ is in accordance with someone or something. As such, *what is the source* of these claims, and what gives it privilege over other

possible claims? This leads to the issues on prior claims of a ‘successful’ internship. Again, ‘success’ per which criteria, according to whom, and established by what means? The causal relationship between the reason for an internship and its goal is capricious, and without firmly understanding these two items, internships in Sport Management are rendered apolitical and historical. This is the last issue.

When reading a Sport Management internship manual, there is no difference between the past and the present. There are only the functional nuances that guide the student on the experience by establishing behavioral expectations. It is not easy to imagine a scenario where establishing behavior expectations is not a political act. As can be implied from above, the causes or relations that produced not only an internship manual but an internship experience, more broadly, were not without disagreements or squabbles.

Degrees of Rationalization: Punitive Language. Without a doubt, the most recognizable *degree of rationalization* is the recursive use of punitive language. The Sport Management student is the direct object, or the recipient, of demands throughout internship manuals. For example, the student is ‘required’ or ‘must’ complete all that is outlined in Table 4.4. There is no room for ambiguity with this language; the student either does all that is required of them or does not. In most cases, the threat of punitive action relates to their grades, which, by extension, could result in their failing the course. Punitive language is underscored by the paternalism mentioned above towards students. For example, a Sport Management student ‘should appreciate this opportunity,’ and working as an intern is ‘often the only way to ‘get your foot in the door’ in the sports industry, so ‘it is up to you.’ Such lexical choices create a reality in which students need to ‘be grateful’ for the chance the program is providing. The subtle paternalism and recursive

punitive language organize *differentiation* between the intern, internship coordinator, and on-site supervisor towards maintaining *relationality* mediated by status.

Degrees of Rationalization: Neoliberal Subjectivity. It is the personal responsibility of the Sport Management intern to complete all that is required of them, not the internship coordinator, not the on-site supervisor. It is all on the intern. For example, it is the responsibility of the intern to seek out and obtain evaluations from on-site supervisors, which are then uploaded and submitted to the internship coordinator by the intern before a predetermined deadline. To be more precise, the student *must* seek out the evaluative judgment to be used for or against them. Furthermore, 'students *should* clearly understand their career objectives *before* graduation.' This is a subtle hint that the Sport Management student is a self-reflexive project while moving through the disciplinary apparatus. As a self-reflexive project, the student must figure out their future career interest and align their internship experience accordingly. This amount of personal responsibility committed towards the student fashions an enabling and constraining form of neoliberal subjectivity onto them.

By neoliberal subjectivity, it means that Sport Management internships provide and/or encourage conditions for students to internalize punitive actions against them. More precisely, the Sport Management intern is an autonomous human subject that is rationally researching, applying for, and securing an internship in the sports industry with the personal responsibility of meeting internship requirements. Further, it is up to the intern to maximize the *exhaustive use* detailed below. Any failure to complete these tasks is on the intern, not the internship coordinator or the on-site supervisor. Given the *degrees of rationalization* mentioned above, such a castigatory form of individualism imposes restrictions on Sport Management interns' thoughts and behavior, prompting obedience to the internship requirements and on-site duties and

responsibilities. Failing to meet the latter's expectations could, in theory, result in a poor evaluation from the on-site supervisor and, as a result, provide the internship coordinator evidence to fail the intern. Taken together, *power* has composed a *governmentality* by which the intern is a self-monitoring and self-disciplining subject that internally reconciles incongruencies between themselves and lifelong goals.

Biopolitics: The Control of *Power*

Power in Sport Management is composed to maintain a *relationality* that guarantees results. The prior section on the Composition of *Power* did much to elucidate the latter. However, maximizing the efficiencies while minimizing the inefficiencies, although touched on briefly, has another subcomponent. For *power* to manage efficiencies and quell inefficiencies, an aspect of reality needs to be controlled and manipulated, especially for successfully managing the intern. This is the control of *power*. Regarding *biopolitics* and internship in Sport Management, *power* controls and manipulates time. This can be seen in two ways. The first is by extracting more and more meaningful moments from time. Second, harnessing the way sport has, through time, attached itself to the social body by enabling, constraining, and antagonizing the thoughts and behaviors of the intern before, during, and after the internship.

Exhaustive Use

Internship manuals are a *spatial-temporal* ordering of the social body that controls and organizes time around productivity, and within this arrangement are *truth* claims that define how meaningful moments are extracted from time. Organizing and controlling time to define and extract those moments from time disciplines the intern [see Table 4.4]. This is *exhaustive use*. The general idea, as it relates to an internship in Sport Management, is that it is scaffolded in

such a way to avoid any idleness and take the necessary steps to prepare for working in the sports industry.

Before. Even before the internship starts, a good amount of preparation is required of the student: not needed but *required*. This includes internship site approval: if the program coordinator does not approve a site, the student cannot intern there. While this can vary from program to program, more often than not, many prohibit interning at a site in which the student is already employed. Also, some Sport Management programs require an entire semester of coursework related to career preparation before pursuing an internship. Such a course seems to be in place of the Sport Management students listing interest in the sports industry and research internship positions, developing cover letters and resumes, and other items detailed in Table 4.5 on their own.

Table 4.5.***Spatial-Temporal Ordering of Internships in Sport Management***

Stage	Time
Before	
List Interest(s) in Sport Industry	One semester before internship/ practicum [e.g., Fall Y3]
Begin Searching based on List	Beginning of Spring Y3
Program/ Advisor Confirmation of Site	Spring Y3
Write Cover Letter and Resume	Spring Y3
Submit Application to Site	Spring Y3
Follow-Up with Site	Spring Y3; One Week after Submitting Application
Finalize Internship	Spring Y3; Complete Department Forms before Registering for KINS 3303
Complete Internship Application Form	Spring Y3
Get “Permission of Department” override	Late-Spring Y3
Register for Internship Course	Late-Spring Y3
During	
400 on-site internship hours, minimum	Summer Y3/4
Keep Hourly Log	Summer Y3/4
Tri-weekly Reports	Summer Y3/4
Mid-Term Internship Paper	Mid-Internship
Final Internship Paper	End-of-Internship
After	
Site Supervisor Evaluation, if applicable	
Faculty Supervisor Evaluates and Assigns Grade	

Note. This does not reflect any specific ordering of an internship in Sports Management. Rather, it is generalized from a review of manuals associated with this project.

During. During an internship, there is a requirement to participate in and record a minimum of 400 on-site hours. As mentioned above, if the ‘5-8-40’ norm is applied to these

minimum requirements, this roughly corresponds to 10 weeks of work. As mentioned in the Organization of *Power*, this ‘minimum’ should be seen as a political and economic organizing principle more so than anything that is strictly followed. Furthermore, minimum requirements correspond to a full-time job, and other components of the manual reinforce this expectation. For example, it is cited that most of the job descriptions mirror full-time positions regarding duties, responsibilities, and skills requested. Further, taking classes while interning is discouraged as it is viewed as a distraction. Reports and papers are another matter because they require students to spend time articulating thoughts and answering questions prompted by the program after working a full day. For example, relating content learned while matriculating [e.g., theory and concepts from prior courses] to experiences on-site. Alternatively, in another example, reflecting on strengths, weaknesses, and areas of improvement.

With all of this in mind, if the student is not working at a given moment, they are to think about and/or review theories and concepts related to Sport Management for reports and papers. Be that as it may, there is another feature of not only internship but also the sports industry that adds to *exhaustive use*: networking. In the sports industry, students are told that connections, or lack thereof, can make or break any future career goals. In sum, if a student is not on-site working, they should be finishing reports and papers. Furthermore, if the student is not working or finishing reports or papers, they need to network and make industry connections. This norm is set to extract more and more meaningful moments out of time. All of this culminates in the *after*-internship experience.

After. *After* is vague or imprecise in relation to *exhaustive use*. In particular, it is not clear the extent to which the ternion of on-site work, reports and papers, and networking are used to evaluate the student on their productivity. To be sure, the intern is very much aware of all that is

happening on-site, and evaluative comments from supervisors occur because students have to seek it out and submit it. Instead, ambiguity comes from within the Sport Management program. Depending on the program, the role, expectations, and evaluative criteria of the internship coordinator to the student to impart judgments are not explicit. However, this may be on purpose.

Judgment is a political ceremony by which persons are exposed to atone for the possibility of misconduct for final evaluation. This is the body of the intern undergoing torture. It is at this moment that the Sport Management intern must demonstrate to the internship coordinator that they [1] actually worked, [2] learned something from the experience, and/or [3] can relate it back to concepts or topics learned in the classroom. An inability to demonstrate could result in punitive action against the intern, from an Academic Dishonesty violation to failing the course. There are four ways that evidence can be provided for or against the intern. First is direct or legitimate evidence in the form of weekly logs and evaluation reports. Second is indirect or conjectural evidence, such as word-of-mouth. Third is approximate or semi-proof, such as correspondence between the internship coordinator and the on-site supervisor. Last is distant evidence of opinion, including, but not limited to, rumors or gossip about the intern, which may or may not be substantiated with direct or legitimate evidence. These forms of evidence have an operational function for the Sport Management internship coordinator. Foremost, evidence has a juridical effect allowing the internship coordinator to evaluate the intern. Second, different types of evidence, from direct and approximate to indirect and distant, have an arithmetic utility that allows the internship coordinator to piece together multiple pieces of evidence to render judgment. The operational key here is secrecy.

As mentioned above, the procedural subtleties to determine if the student has provided sufficient evidence to demonstrate competencies as a future sports manager are not available to

them or remain vague. Recall that the Sport Management internship coordinator is the economist of merit and fault, not the on-site supervisor. As such, the judgment process is the absolute privilege of the internship coordinator, not the student or the on-site supervisor. The issue then becomes identifying the undercurrent mediating secrecy and the contours that form docility. The undercurrent mediating secrecy and docility is *sufficient ideality*.

If, for example, the student is motivated in any way to cheat on their journals and papers [i.e., direct or legitimate evidence], then the efficacy of punitive action against them loses its utility. Yet, Sport Management interns claimed that they could ‘bullshit’ their journals and papers but did not. This means that it is not the actual failing of an internship that is prompting obedience. Rather, it is the *idea of failure*. In this way, it is the possibility of *failure* that deters disobedience.

PART TWO

Practices of Self

One of the most important items to understand about Sport Management students is that their pursuit of a degree in Sport Management is not arbitrary or capricious. Rather it is years, if not decades, of meticulous and persistent exercise of the social body. Exercise on the social body means activities for enabling, constraining, and refining the self: *practices of the self*. More often than not, this work on the self in relation to sport is organized around the family unit via participatory or spectator sport. In this sense, practice does not exclusively mean the participatory ‘going to practice’ as Sport Management students described. Instead, it is the specific values and moral codes for behavior that are transmitted through the various institutions [e.g., family into sport and vice versa] and the predominant norms and values of a society in which people live. This includes, but is not limited to, cultivating an understanding of teamwork,

responsibility, accountability, achievement, resiliency, and pushing through adversity. Such practice is part of a *bio-pedagogy* that targets the social body as a part of self-formation that facilitates forming or developing oneself through the efforts of oneself and in relation to others. Yet, there comes a moment in which the student can no longer sustain practicing their values and moral codes for behavior exclusively through sports participation and/or spectatorship. The conduit for practicing their values and moral codes for behavior needs to change to accommodate self-formation via sport. Pursuing a Sport Management degree and pursuing industry experience is a behavioral change that accommodates students' capillary desire to act in accordance with their self.

Pursuing a Sport Management degree and/or internship for students is not a linear or generalizable process. Some students seek internship opportunities in the sports industry years *before* acceptance into a Sport Management program. As early as high school, students seek to obtain work experience via internships, colloquially known as 'getting your foot in the door.' For example, Roy and Calvin mentioned work-based projects in high school as an impetus to pursue a degree in Sport Management. For Calvin, in particular,

My senior year, we had a program called Work Based Learning. So, they would staff high school seniors across Lidwell, or the area, community in career fields that they wanted to go into. I want to do sports marketing, which was pretty much the only option that I could choose in sports. So, I chose that and lucky enough to have [inaudible] over at Lidwell promotions, interview me, and bring me on to do some kind of volunteer work in the promotions department. So that means throwing out T-shirts at crowds or even designing simple, like one-sheet handouts to give out on campus 'Hey, come to the volleyball game today. We've got a \$2 pizza special', you know. I would hand those out or I would go drive to you know, the Papa John's around the area to give them to people, trying to think of other things that I did, just general operational things. You know, being in an office setting, but also being around sports. And seeing kind of on the, you know, that behind-the-scenes vision I had, as a, you know, a younger high schooler was actually coming to fruition and through that program. I actually built a presentation which might be long lost now, but I basically had to present on the things I learned the, you know, problems I encountered. The people aspect of the

business, other things, you know, just a general overview of my internship. So, I presented that to a board of Work Based Learning committee members or something for a grade at the end for my high school class. That was the first big thing.

Others may not start working towards a Sport Management degree until a few semesters into their matriculation by way of switching majors from, for example, International Business or Finance or Turfgrass Management to Sport Management. Cecil mentioned in the interview,

I had a meeting with my advisor for like the turfgrass management and she was detailing all the science classes I needed to take, you know, horticulture and pesticide science, and insect science. And that threw me off pretty quickly because science is not my forte at all. And I went to the career fair, and my dad had always actually told me, actually both my parents have told me, 'Hey, you probably would love sports. Why don't you think about going [or] working in sports or something or going into like agency'. They, because they thought that would be the route. And I went to the career fair, took one of their, like, assessment tests, and agency was the number one result. So took that as a pretty strong sign. Maybe I need to take those tests 1000 times and get 1000 different results. I was like, you know, I took it one time. I think it was my time to commit to something else.

Based on Cecil, this switch can occur with or without any sport-related work experience.

Equally, if their current institution does not have one, students may transfer to another institution to switch to Sport Management. In the interview, Harper recalled this process vividly,

You kind of have to think about at the University of Freeboro: you are in the bumfuckidity of nowhere, literally just in Bothell. You are an hour away from Morton. You know, the only things that you can really do, like, sports-wise, that are close to you, again, kind of remember this is Freeboro: if you were part of the Athletic Association in Freeboro and they did not really have, I mean, they have programs that, like, yeah, you could do it, but Freeboro was very different from Ashville because they were very strict on who they allowed in the Athletic Association. Like you had to apply, you had to get degrees because Freeboro does not really have a Sport Management program, which always shocks me to this day...when it comes to Freeboro before the [redacted] and also please remember this: they genuinely saw themselves as the highest sports athletics could get for college, like, genuinely, that was their royalty. That is all the university is really known for, genuinely. Like are so they want they are very prestigious [inaudible]...But Freeboro made it very difficult to get a foot in the door even when I was just thinking about getting into sports. Students were not allowed, like, to interact with the athletic department. That was just the, that was negative:

there was no program kind of like how Ashville has it where you know you can be a part of this team and then also try out for other things in Aberdeen, because Aberdeen and Lidwell are a lot closer than Bothell to Buckley or Bothell to Toledo because you know Freeboro doesn't have any professional sports teams. I mean they do but they are minor league and again you have to go to Buckley... there is not really any sports other than collegiate really at Freeboro, which was actually the biggest reason why I did leave Freeboro because, even though I wanted to go to Ashville my entire life I did not get it my freshman year, I actually did start really liking Freeboro, and I started seeing myself of possibly even being an alumni of Freeboro, but because they didn't have a Sport Management department or even a program I left. I was like, 'That is it I am not staying here'.

For Sport Management students, regardless of if they begin pursuing the degree path in high school or sophomore year of college, the reason is three-fold: [1] acting in accordance with oneself, [2] an affectual 'trigger' in matriculation that channels them to Sport Management, and [3] refinement during the internship experience. Each is elaborated on in turn.

Acting in accordance with oneself

For many Sport Management students, sports are not only a passion but a conduit by which values and codes for behavior are mediated. In particular, students had difficulty articulating these values or codes for behavior via anything other than sports. For Sterling,

It [sports] brought a sense of teamwork and brought a sense of success and achievement. And I think it's something that just clicked at an early age and didn't ever unclick and it's something that taught me to other than my faith, it taught me how to be resilient and push through things it taught me like, how to overcome adversity. No one likes to lose. I hate losing. I'm a very competitive person.

Regarding working in the sports industry, Sterling and others had difficulty envisioning doing anything else. So much so that most of the students felt as if they were born with a passion for sport. Emma mentioned early on in the interview,

I was in a training the other day and we were talking about your passion and where it came from and mine was sports and it asked if it was something that you were born with or something that you chose, and I felt like I was born with a passion for sports and I think I got that through my parents. ESPN was always on. My extended family always, all my cousins played sports. So, this is something

that at an early age my parents got me into and it's, just, like, my love for it just kind of kept evolving throughout the years, which is something that I just really connected with, honestly, at a very early age.

There is also a subtle hint of *eudaimonia*, especially as participants connect past memories to their present selves. This underscores a notion that sport is a context by which happiness and well-being are both understood and achieved. For the Sport Management student, as a self-reflexive project, the relationship between sport, their past, and their future is an attachment that guides them to Sport Management. In this way, Sport Management students are acting in accordance with themselves in their pursuit of a Sport Management degree.

Before moving forward, it is important to note that the values and behavioral codes are an amalgam of an embodied form of neoliberalism. This includes teamwork, accountability, achievement, resiliency, pushing through adversity, competition, and productivity. Sport, then, is a context by which Sport Management students come to understand the relationship between success, achievement, resiliency, and productivity in relation to oneself and others. This is important, especially as it relates to sport and reflexivity through, for example, matriculation. Sport Management students understand and recognize, for example, achievement and productivity through sports which, as mentioned, guides them to Sport Management. Students did not necessarily recognize these values and behavioral codes by, for example, mixing chemical compounds in a controlled environment to record and calculate reactions [e.g., chemistry]. Any behavioral adjustment that accommodates the students' capillary desire to maintain their attachment to sport can most readily be illustrated as an *affectual trigger*.

Affectual trigger

Students experience an affectual trigger, an internal signal, either *before* [i.e., in high school] or *during* matriculation in higher education, which channels them into Sport Management. Roy mentioned regarding his high school work-based learning experience,

I took a sport marketing class when I was in high school. And we had this it was a competition where you make a new NFL franchise and you're competing with different high schools around the country. I would say after school with my professor, I guess my teacher, I would help her do extra work on a project and we ended up winning the national championship in that project. And that really sparked, I was like, I think I know what I want to do is sport management.

From this experience, Roy affirmed the values and behavioral code of productivity to be translated into achievement and success. In terms of higher education, a particular course helps students realize that this can be a path for them professionally. For Emma, it was Sports Sales and Sports Marketing. These two courses actualized the values and codes mentioned by internally affirming and externally aligning with “stuff that you are, like, going to be doing in life...that really got me”. It was, according to Emma, “an aha moment”. In this way, Sports Sales and Sports Marketing, as units of *production*, affirmed Emma’s internal understanding of productivity, results, and achievement by externally aligning it with ‘stuff you are going to be doing in life.’ This is the same with Priscilla,

We did, like, a lot of actual drills. By drills, I mean, [the instructor] would give us a sporting event or like a sporting team and we would have to create an Instagram post...And I, like, took it seriously. I mean I obviously take my schoolwork seriously, but I think in that process [of creating a post] like, okay, I should actually be, like, proud of it because this is what I want to do in my life.

For Roy, Emma, Priscilla, and others, these are responses to conditions or situations that facilitate self-efficacy [e.g., the belief in oneself to act in a way to achieve specific goals] mediates the *affectual trigger* that students experience. This is important because, in prompting internal signaling, self-efficacy is the capillary stimulus that encourages students to act.

Recognizing the values and behavioral codes, previously understood through participatory sports or spectatorship, as a part of their educational experience and in relation to their future self is part of a broader process of *refinement*. This is the last point.

Refinement

Refinement refers to students recognizing *what is for them* and *what is not for them*, an iterative lifelong process of self-knowledge; for example, switching majors from Turfgrass Management to Sport Management. At some point, Cecil experienced an internal signal that learning about agribusiness and pesticides *was not for him*. This behaviorally resulted in switching majors to Sport Management because Cecil identified that it *was for him*. This switch came as the career fair test affirmed an aspect of himself constituted by sport alongside “horticulture and pesticide science and insect science” as “not [his] forte at all.” This is *refinement*: turning inward to reflect on their educational experiences [i.e., a hierarchy of exhaustive and meticulous serial exercises] in relation to oneself and others and adjusting accordingly. Even in the Sport Management program, while taking classes, students *refine* their relationship with sports concerning the business side of sports. For example, Sterling mentioned that, while taking Sports Sales, he “learned that I had the characteristics of a salesman which is being personable, relatable, competitive, driven, all that stuff, and team-centric.” Harper, on the other hand, experienced a different kind of *refinement*.

She pivoted out of the sport industry and the law aspect of it into physical therapy. This occurred due to her time as a softball intern during the height of COVID restrictions, colloquially known as ‘COVID Bubbles’.

Even, like, in the medical side, where I am going, I want people [inaudible] because I want to work in sports, physical therapy. I want my athletes to think of me as ‘this person actually genuinely cared about me and my well-being and wanted to make sure I had the best career that I possibly could in sports while also

maintaining a healthy lifestyle outside of this industry because you're not going to last in sports forever'. You are gonna [be] lucky if a career that lasts longer than [inaudible] you are gonna be very lucky. So that was my goal.... the hardest part of the internship was just maintaining that COVID bubble and literally being so strict of, like, who is around you, and, oh god, I will never forget the fall semester when we had to wear our mask in 90-plus degree weather, just for player safety and we had to wear masks in the dugouts. Like, at the beginning of the season, even when it was again 90-plus degrees, like, you still have to wear masks and you still have to do all that COVID testing. You know, that was like the hardest thing about that internship. But you kind of realize that you do all this because you genuinely love what you are doing. And you always [inaudible] because remember if I got exposure that everybody else who was around me also has exposure so they also cannot play: it was just more intense and it made it a lot more stressful. You wanted to be as cautious as possible to make sure that you did not get anybody else sick... Because you know, there are some girls that genuinely did not want to wear a mask and, you know what, I don't blame you. You know it is 99 degrees outside. It's hard to breathe. I do not want to wear a face mask either, but here's the thing: you just kind of have to because otherwise coach gets mad at you and you are gonna have to do you know, XYZ

It is from the COVID Bubbles, as a softball intern, that Harper was able to refine her understanding of player interactions, health, policy and compliance, and risk mitigation. More precisely, helping the players understand the health risks associated with being an athlete at the time and the impact that could have on them in the short term and long term. The experiences of *refinement* detailed by Cecil, Sterling, and Harper demonstrate that this is an ongoing process.

Matriculation then and each pre-defined unit within a Sport Management curriculum, including from Sport Sales to internships, is part of an ongoing process that assists students' *refinement*. In this way, *refinement*, for the Sport Management student, leads to a better understanding of *who they are* and *who they understand themselves as becoming*. It is essential to clarify that *refinement* is an act performed by the student on behalf of themselves, not anyone else. Again, it is prompted by their understanding of the values and behavioral codes of culture and the abovementioned *eudaimonia*, a sense of pleasure and satisfaction from the context of sport. Cecil, in particular, mentioned,

I am somewhat decent at golf. I can get through the round alright. And I also did clay targets, like, shotgun targets when I was in high school. I think that people think like, ‘oh, my high school did not have that, that sounds really fun (inaudible)’ But yeah, and, honestly, for me, also, especially for golf, and, like, shotgun sports, stuff like that those are, like, lifelong sports for me: things I can do for a long time. Things that I can do like, you know, the rest of my life to keep me active.

In this way, switching from Turfgrass Management to Sport Management alongside the intersections of values and behavioral codes of culture and *eudaimonia*, participants produce themselves as Sport Management students. In terms of Sport Management internships, there are peculiar yet palpable methods or exercises that facilitate *refinement*.

Refinement on a Sport Management internship occurs in one of two forms. First, and most noticeably, it occurs with journalling, mid-term, and/or final papers. Journalling is a pedagogical intervention that imposes introspection or self-evaluation onto the student. It is a space for the student to confront and reconcile experiences, good and bad, while on an internship. Secondly, *refinement* occurs via personal experiences, which may or may not be included in journals and/or mid-term and final papers. This is an important distinction because although required to submit introspective assignments, the Sport Management intern may have experiences that are not shared. These personal experiences, especially vexatious ones, induce internal conflict and are vital for *refinement*. The examples are numerous; however, most involve antagonism from superiors [e.g., on-site supervisors] or co-workers, and unsympathetic and uncompromising forms of *exhaustive use* that extend beyond expected duties and responsibilities. In terms of antagonism, superiors warrantably and unwarrantably berated interns on-site. For example, Calvin mentioned getting yelled at by a coach with a megaphone in front of over 200 people as an equipment manager for intercollegiate football. Alternatively, Roy was requested to perform operational, albeit excessive, errands at inappropriate hours,

uncompensated, and without reimbursement. Matilda, an equipment manager, and Angela, in data analytics, experienced this as well, but in intercollegiate baseball, not football. On the other hand, Cecil experienced this across multiple intercollegiate sports as an intern. While *exhaustive use* is mentioned above as extracting more meaningful moments from time, the embodied form of it refers to the lifestyle of an intern: a flexible schedule that enables the intern to work long hours on weekends and holidays, taking on duties and responsibilities that are not agreed upon at the start of the internship, and the ability to travel around, as needed, without compensation, reimbursement, or a per diem. The result is turning inward to reconcile this contradiction between their self, so heavily defined by sport, and constraining, even pitiless, experiences on internships. Internal reconciliation enables them to continue, instead of struggling, or quitting, and, by extension, produce themselves as a Sport Management intern.

For Sport Management students on an internship, the source for internal reconciliation are the values and codes for behavior previously acquired via the family, not exclusively through the context of sport. For example, Calvin mentioned, “This can be a super cliché answer. But my parents, so you know, they’ve always kind of instilled in me that classic ‘don’t give up’...if you put your head into something, you’re gonna finish it out, you know?”. This indicates that, for Calvin, Sterling, and others, resiliency and perseverance are reliable behavioral codes for confronting antagonism or unfavorable working conditions created by superiors or co-workers. Regarding resiliency, in place of struggle, students mentioned becoming more direct and focused or, as Bert put it, controlling the controllable: “I cannot control what happens around me, but I can control my response to me. And that is something I had to work on a lot.” Some of the Sport Management students sourced codes for behavior from their family’s background in corporate settings, such as Emma and Harper. For example, Emma mentioned that, despite taking on duties

and responsibilities that were not agreed upon at the start of the internship, *productivity* was code for behavior that she always aimed for,

It was just one of those things growing up. It is like, ‘if you are not doing something, then you are going to be doing something’, right? Their [her parents] biggest pet peeve, I think, is complacency, so, like, one of my biggest things throughout my life has always been there is something more I could be doing.

The notion of ‘doing more’ was the same for Dana.

With a self-diagnosis of ‘Big Sister Syndrome,’ there is always something that she could assist with, to be helpful, anticipate needs, take “things off your plate,” or make it easier for everyone by taking on a caretaker role. This behavioral code comes from an upbringing in a single-parent household, seeing her mom provide for a family and trying to take responsibilities off her mom so “she did not have to, like, come home, and like [their house] is just, like, a whole mess.” This inclination to go out of the way, above and beyond what is expected or necessary, carried over to her internship, completing the task well before the deadline and seeking out more work. This, in turn, translated to *productivity* at the internship site and highly complementary evaluations. In other words, regardless of whether it was in response to antagonism, unfavorable working conditions, or *exhaustive use*, the family was the conduit by which values and codes for behavior were transposed into the internship setting. The modality may differ [i.e., corporate settings versus the home], but values and codes for behavior via the family are the same. It is then that transposing values and codes for behavior from the family into the internship setting is a strategy to resolve internal conflict as a part of the *refinement* process, acting in accordance with themselves and producing themselves as Sport Management interns. However, the family was not the only source mentioned for internal reconciliation in lieu of struggle. Religion was also an important resource for students to confront and reconcile contradictions between their self and experiences internally.

Religion, as an introspective resource for Sport Management students, was offered only under certain conditions in relation to internships in Sport Management. For students who mentioned their faith, enduring the aforementioned antagonism from superiors [e.g., on-site supervisors] or co-workers and/or the unsympathetic, uncompromising forms of *exhaustive use* is ‘God’s plan’ and a part of the journey that God has them on. Gene recalled conversations with his parents on the phone while away on internship. His parents would attempt to assuage the desire to quit by telling him, “This is a test; you are being tested right now.” In this way, as a form of internal reconciliation, faith normalizes struggle and suffering and, more or less, leads interns to accept vexatious experiences as ‘trials’ as a part of the journey. According to Sterling, this is because God has always provided for him. Students may not know the plan and its intent, but enduring is for the betterment of their future career in the sports industry: prosperity is at the end of the journey.

As a resource for conduct, Sport Management students mention not ‘speaking ill of others’ or acting ‘humble and meek’ in deference to superiors, co-workers, or the aforementioned uncompromising *exhaustive use* because the struggle is part of the journey. The concept of ‘grace’ is important here. By ‘grace,’ it means that [1] there is no judgment imparted onto others by the Sport Management student, and [2] most attempt to learn from antagonism or *exhaustive use* rather than judge. Priscilla, in particular, mentioned,

[this] is not how you are supposed to treat interns. I think I will always remember that because I would never want other people to, like, have that experience with me if I was, like, a leader in that position. It was nothing bad, but it was just not a great way to communicate. And I think I said when I quit, they asked ‘what they could do to make the program better.’ And I was, like, brutally honest. I was like, ‘you could be nicer’...But I know it is good to learn how to work with people that, like, are not your favorites. I think I learned things from that, and, like, just how to be a good leader.

It is clear from Priscilla that 'grace' is a resource that assists in reconciling internal conflict and setting this mindset to conduct herself accordingly in those moments and the future. Religion, similar to family, is a resource for reconciliation that enables the Sport Management intern to persevere and act resiliently. These two societal institutions - religion and the family - can and do overlap. Gene mentioned his parents reminding him of his faith,

They were like, 'hey, listen, everything happens for a reason,' probably religion based on their background. And it's something that I attained to do like to get through this internship I had to rely on God is basically what I'm saying...that is just what I believe in. And it is like, you know, like, I personally think, like, you know, trials are good to go through. But, if I have to rely on my religion to get through an internship, I couldn't imagine what somebody that doesn't have that type of, like, you know, just like, that gives me comfort, like, if I have to rely on religion to like, stay in sports, like, it's a bit rough but, like, to answer that question that's probably why. It is like 'Hey, listen, like, you're gonna' go through stuff sometimes, man. All right, like, I guess this is it. But even then, like God, like, I love God with all my heart, but, like, I am the one that is in a human body, right now. Like, I have to be the one that has to figure this out. I didn't believe that he is like, doing, like, you know, showing me something. But, at the end of the day, like, I am the one that has to put in the work, like, no one has to go there with whatever basis it could be any religion, any type of thing and be like, hey, like, I need this internship. My parents were like, 'you got to tough it out, man'.

Refinement on an internship, then, is more than learning more about oneself. It is also about bringing forth those subtle, inoculated values or codes of behavior that allow you to act. Relying on these values and codes for behavior as a resource is a strategy Sport Management interns implement to accommodate incongruencies between their attachment to sport, confronting struggle, and figuring out ways forward. In this way, the Sport Management interns constitute themselves as interns.

PART THREE

Care of Self

From Part One and Part Two, it is evident that internships are a strategy for *power* and *truth* and a way by which Sport Management students *refine* themselves in relation to themselves

and others: an ethical subject. In doing so, Sport Management students constitute themselves as subjects, a subjectivity guided by neoliberalist codes and rules for behavior [e.g., competition, achievement, individualism, personal responsibility]. An internship in Sport Management is more than a *practice of self*, as apparent in the interviews; it is also a *care of self*. *Care of self* is an emerging subtheme within the theme of Control of *Power* resultant of triangulating interviews with survey data and interviews. Students are invited, even if it is a strategy at the intersection of *power* and *truth* controlling time and establishing norms and expectations, to be ethical subjects. There are four items regarding *care of self* that are to be discussed: *mode of subjugation*, *self-forming activity*, *ethical substance*, and *telos*. Each is discussed in turn.

Mode of Subjugation

One way to think about Sport Management students and *mode of subjugation* is the extent to which they are invited to be ethical. By ethical, it means *acting in accordance with themselves and in relation to others*. To start, for the majority of students pursuing a degree in Sport Management, various practices, exercises, and routines [i.e., participating in youth sports, watching sports] have cultivated a personal attachment to sport that, through time, slowly starts to breakdown and/or branch into the business aspect of sport so as to meet the conditions of oneself. For Gene,

As I grew older, I was like ‘Dad! I want to be a professional football player.’ My Dad is like, ‘I’m sorry, you are, like, you are not gonna become a professional football player.’ I was like, ‘what do you mean’. And he is like, ‘It is just not gonna happen.’ Like, I was gonna be too skinny. I was not gonna be tall enough based on my genetics, but basically, he was like, ‘can you become a sports announcer’ and I was like, ‘sure that I can do that’. So ever since I was eight. I was like that’s what I wanted to do. So, my connection to sports runs pretty deep just because it is the way that I connected to my family. And some really good memories, I would say and that’s kind of stuck with me throughout my entire life. My family and I always love storytelling. It is just great, the action.

Similarly, Bert recalled,

On the topic of golf, because that is definitely the most relevant for me, I just remember as a kid, you know, going when I was, before I could drive, like my dad would pick me up from school and we would go to the golf course. And we would just practice and hit balls. And I think those moments just, you know, bonding with him and being around, you know, the sport being around other kids that were playing at that time, I think that is what really kind of made it personal for me. My dad was the one who got me into golf, and I always wanted to play well and kind of follow in his footsteps because he had won some big tournaments as well. So, [I] really just wanted to follow, kind of, his lead and, you know, that that for me is what made it personal: was spending that quality time with him spending that quality time with kids who were my age, either just having fun practicing or traveling to tournaments. ... When I got to college and decided that I wanted to pursue a career in sport, I started thinking about, you know, what sports would I be interested in and, you know, golf came up, on the top of the list, and then other sports like with [redacted] and other companies came up so you know, I think that it wasn't for my kind of past: growing up playing sports. I do not think I would have really pursued it as a career when I got to college.

As mentioned above, values and behavioral codes of culture and *eudaimonia* mediating their attachment to sport is the capillary synergy to pursue a degree in Sport Management.

Nevertheless, at this moment, it exposes them to a hierarchical corpus of pre-defined *knowledge* alongside corresponding skills to be acquired, training or exercises to endure, and examinations to undergo. In this way, students simultaneously are produced and produce themselves as Sport Management students. At the point of the internship, Sport Management students are recategorized by subjecting and imposing a refashioned *truth* upon them, resetting normative expectations, and experiences to be expected. This process produces a new subject, the Sport Management intern. An internship in Sport Management then needs to be seen as a specific part of the interns' lifelong project of *refinement* or *refining self-knowledge* in relation to sports. In this way, the internship is a *mode of subjugation*, a means by which students are simultaneously produced and producing themselves as Sport Management interns to be documented more in-depth in the forthcoming subsections. Two items are important to note here, especially concerning the latter.

First, as a specific institution in society, the family is most frequently referenced by Sport Management students as a source for re-orienting their past into the present. This is to be documented further below, but for this section on *mode of subjugation*, it is an initial indication of the Sport Management students and/or interns' *ethical substance*. Second, this branching connects back to their *eudaimonic* associations within the context of sports, suggesting that the desire to transition to the sports industry and pursue a degree in Sport Management is not for personal financial gain or status. Instead, it is worth pursuing in itself. Sport provides the student with pleasure and a sense of happiness, community, and well-being that directs them into the business of sport. This goes back to self-efficacy in relation to sport. Sport for the Sport Management student is a conduit that transmits self-worth by translating success, achievement, and *productivity* into something discernible. Over time, through the practices, exercises, and routines of pedagogy, and iterative *refinement*, this desire narrows to a specific context [e.g., professional sports, intercollegiate athletics] and aspect of the industry [e.g., sales, sponsorship]. As mentioned above, this can happen sooner for some than others. Some may branch off into the sports industry in high school, while others may not do it until their freshman or sophomore year of college. These two points enable them to produce themselves as students in Sport Management. From this breakdown on *eudaimonia*, it is worth mentioning that branching often occurs before acceptance into a Sport Management program, and entering into the sports industry occurs long before an internship is required. *Eudaimonia* then, even more so than a subjectivity guided by neoliberalist codes and rules for behavior and/or precariousness, enables Sport Management student to be an *ethical subject* to themselves, as the subject of their thoughts and actions. In this 'invite' to be an *ethical subject*, there are to be experiences or events on an

internship that enable a Sport Management intern to transform oneself into an *ethical subject*: a *self-forming activity*.

Self-Forming Activity

By *self-forming activity*, it means that, while on an internship, there are specific activities or exercises that facilitate acting as an *ethical subject*. Experiences, either good or bad, are an obvious conduit for a *self-forming activity* because they require the student to respond accordingly. However, vexatious experiences are not the *self-forming activity* of importance here. Instead, it is the *degrees of rationalization* and their capillary effects.

As informed by *degrees of rationalization*, the *governmentality* of a Sport Management internship is to produce a self-reflexive, self-governing Sport Management intern. The capillary effect of a subjectivity guided by the neoliberalist codes and rules for behavior [e.g., competition, achievement, individualism, personal responsibility] mentioned above is turning inward to [1] *refining* their self-knowledge about themselves and others around them and [2] positioning themselves as the subject of their thoughts and behaviors. It is *rationalization* that enables them to act as an *ethical subject*. Consider, for example, the different assignments required of students on internships, specifically papers. Matilda said, “I feel like you could BS those papers if you think about it.” Like Matilda, Cecil mentioned,

you probably could have gotten away with that [BS papers]. I don't know how thoroughly they're reading. That's never something that I was going to try. And, you know, God forbid, you know, you would be the one that got caught. I'd never try that. But you I bet there's definitely a lot of kids that did.

This is a *self-forming activity*: the Sport Management intern would never try that. Similar to Cecil, Matilda would never try to “BS” or ‘bullshit’ on an assignment,

I think, because, I am not good at, like, lying or anything. I mean, I was not raised like that. I am gonna’ put 100 percent into whatever comes my way. So, I think that's why I did, you know, write the experiences that I did.

An added layer is that many Sport Management students participate in an internship for academic credit more than once. This results in submitting the same assignments multiple times.

Cecil said,

I think a lot of people were in my shoes when they had been doing something for multiple semesters. They had written a lot of these same papers about pretty similar, you know, experiences: things weren't changing for you know, a ton. They were, I was, getting new responsibilities and stuff, so I could write about that. But it was a little bit monotonous writing those sometimes because it was, like, I feel like I have written about this 1000 times.

Nevertheless, it is the *idea of bullshitting* and the consequence of failing the course, not actually cheating, that deters behavior. This connects back to *sufficient ideality* mentioned above and the undercurrent mediating secrecy and docility. Recall from above that if the student is motivated in any way to 'bullshit' their journals and papers, then the efficacy of punitive action against them would lose its utility. Again, Sport Management students claimed that they could 'bullshit' their journals and papers but did not. This means that it is not the actual failing of an internship prompting obedience. Instead, it is *failure*. The key here, again, is secrecy.

Matilda said, "I do not know what the role was [the Sport Management internship coordinator]...I think, I mean, I guess to make sure that you are doing what you're supposed to."

Sterling added,

I think they have done this long enough where they [the Sport Management internship coordinator] are sitting there and reading my paper about what I am doing, all three of them [the papers], like, they can see like, 'Okay, did this kid grow or not?' 'Does that match up' because if I lie and BS in the paper and the person signs for it, but [it] says a completely different thing about this kid [and] actually didn't translate in the areas that he said in his paper, well, they will see through that anyway.

Yet Priscilla mentions, regarding reading all the submissions, "I don't know. There are so many. I wouldn't read them." Although, "I mean, but I like to write them." There is a contradiction here.

On the one hand, the student is compelled to write the journals, even if it is responding to the same prompt repeatedly. On the other hand, the Sport Management student simultaneously does and does not have a good understanding of the Sport Management internship coordinator's evaluative criteria for judgment. Because [1] this understanding is nebulous, [2] *relationality* gives the Sport Management internship coordinator power over the student, and [3] *rationalization* is construed around neoliberalist codes and rules for behavior [e.g., competition, achievement, individualism, personal responsibility], it prompts obedience to the task. This, as mentioned previously, is a subtle form of torture.

It is worth repeating, especially in relation to the interview, that torture, in this case, is not exclusively of the body. Instead, it is the object of a representation: the *idea of failure*. For Sport Management interns, for whom so much of their life is defined by sport and its codes of conduct [e.g., achievement and competition], the possibility of *failure* deters disobedience, even if internship manuals do not acknowledge it as a possible outcome. Such a deterrent exists because *failure* is the antithesis of values and behavioral codes of conduct and undermines the intern's attachment to sport. *Failure* can cause a breakdown between self, sport, and their future self as a sports manager, denying them an aspect of their self so meticulously formed by sport.

Ethical Substance

It is without a doubt that the various experiences that stressed interns provide the conditions for *self-formation*. Stress results in students turning inward to form an inner dialogue to reconcile incongruencies between their attachment to sport and vexatious experiences. The examples are numerous. Bert, for example, working upwards of 10-12 hours a day in the blistering summer heat only for two interns on your work team of eight quit the internship without notice. With Emma, it was performing more duties and responsibilities than agreed and

trained to do for an extended period. For Roy, those duties and responsibilities were unrelated to educational or employment-related benefits without compensation or reimbursement. However, the most frequently cited incongruency or antagonism experienced by Sport Management interns was how superiors treated other interns and volunteers poorly. The questions for the Sport Management intern become *how do I conduct myself?* They do this by turning inward and relying on their *ethical substance* which assists in *refining* self-knowledge in relation to themselves and others.

In turning inward to settle this breakdown [i.e., discord between self, internship experiences, proceeding in regard to manners of conduct], the Sport Management student relies on their *ethical substance* as a source for resolution and guidance. This is a part of the self that has been constituted or formed morals or rules for behavior transmitted through the varied yet connected units of social organization in society [e.g., family, education, media, religion] to guide *ethics*. The source of Sport Management interns' *ethical substance* is family values, religious beliefs, or a fleeting memory from childhood that guides the self and enables resolution in lieu of vexatious experiences. Further, these readily available internal sources external to the internship experience allow them to be the subject of their own thoughts and actions.

In terms of the family, values or moral codes of behavior were transmitted to interns from an early age and were a reliable source to accommodate incongruencies while on an internship. For example, productivity. Interns conducted themselves in accordance with parental values or codes for behavior: 'If I am not doing something, then I am not working' or 'Do not quit on something you started, even if you hate it.' These heuristics led to a consensual acceptance of the lifestyle associated with working in sports: long hours, working weekends, and low pay. In regard to religion, 'this is something I have to endure' or 'this is my cross to bear' normalizes

struggle and suffering while on an internship as a part of a journey to salvation [i.e., a job in the sports industry] and/or material prosperity [i.e., a degree in high education]. Regardless of whether it is family or religion, these heuristics behaviorally affirm the neoliberal governmentality, a type of hyper-individuation, of Sport Management internships, which constitute the hyper-individuating experience of self-governance that provides conditions to produce themselves as interns.

Telos

From everything documented above on *care of self*, the goal of the internship or *telos* is not necessarily completing a degree in Sport Management, pursuing a career in the sports industry, or the professional growth referenced in the internship manuals. Instead, it is *refining* the *eudaimonia* that Sport Management students associate with sport through exhaustive and meticulous vexation. Sport Management students do actualize *refinement* through recognizing codes and rules for behavior [e.g., competition, achievement, individualism, personal responsibility] in accordance with the materiality of *power* and the biopolitical apparatus of internships. Yet, these codes and rules for behavior are, in some ways, a mediating variable to *eudaimonia*. Internships in Sport Management are more or less part of an iterative, lifelong process of *refining* pleasure and satisfaction associated with sports to the business of sports.

Emerging Themes Beyond Theory

Interviews with Sport Management students about their internship experience revealed a few subtly emerging themes that need to be addressed. These themes are considered ‘outside of theory.’ Outside of theory refers to unrelated or cursory related themes, subthemes, codes, and, by extension, the Research Questions discussed above. This includes themes that emerged from the interviews. The following sections break down the themes that emerged outside of theory.

Background: Sports Participation and Spectatorship

One of the more common themes for Sport Management students is the extent to which their background in sport, though a combination of participation and/or spectatorship, had an effect on their pursuit of a degree in Sport Management. Participation means that the Sport Management student played sports at varying competitive levels [e.g., youth, club, school], while, concerning spectatorship, it is meant to be a consumer of sport. A sport consumer can be anything from attending and/or watching games, purchasing retail products, and more. The distinction between ‘and/or’ is important here because not all Sport Management students had a background as a participant but did as a spectator, and not all had a background as a spectator but did as a participant. Dana recalled,

I was not really a sport, sport participant growing up. I ran track very briefly in middle school and then quickly realized that wasn't going to be anything that I pursue long term, but I was a huge sports fan growing up, specifically with football and hockey.

Conversely, Angela was more of a participant than spectator,

My parents were really set on me and my sister being well rounded when we were kids, so, they, I got put like in a bunch of sports: I played tennis and softball, I did a little bit of gymnastics, and a little bit of dance and karate, like, when I was like really young. Softball I quit when I was seven, and then tennis I kind of play on and off with my family. So, like, we are big into sports. My mom played softball too when she was growing up. And then my sister plays softball currently and she plays at, like, a DI institution on scholarship, so like, it's still a big thing for us just, like, intrinsically as a family. Like we have relatives too, who are like cousins who are like, who are DI tennis and other things like that, so, like, like, it is pretty big thing. And just, like, when you live in Atlanta too, like, sports are also just kind of, like, around you.

However, more often than not, Sport Management students are or have been both a participant and/or spectator. Calvin mentioned,

I fell in love with soccer at a young age and kind of that team teamwork, having something to build [towards], a goal to aim for. That was, that is, kind of my foundational aspect of it. Then I started focusing on the business side while I

[was] playing soccer, so I looked at agents, you know, across the pond in England, what they were doing in the league in the Premier League. And so that just only made my love for sport and soccer and you know, that in general growth more fun.

Similarly, Emma said,

The biggest thing for me, like, what started it, was college football. That was what was on TV. My mom grew up a Poly Tech football fan, or she went to Poly Tech so and then my whole extended family did and so that was on the TV, but my relationship was a force really [when I] started, when my parents got me into basketball. So, I just started my, my, dad was the one that kind of started it, so he was my coach. At a really early age, quickly, I think realized that [it] was not going to work because he just was a little too hard on me. But it was something that I connected with my parents on because they were coming, they came to every one of my games, so it was, like, just something that, and then with my dad I had that relationship with him as we were able to separate player in coach at times...like sports were basketball [and] it was that connection in college football was that connection, and it just drove our relationship in a sense of like, it was just what we did together growing up.

While it is apparent that the background of a Sport Management student cannot be overly generalized one way or the other, there is one commonality across participation and/or spectatorship: family. For Harper, the family was the conduit for participation and spectatorship,

Sports has always been part of my family. A lot of my family members, even when they entered into this country, always had a sport background, mostly soccer that was a big one. But even growing up sports was the only way for my family to like really come together just because busy lifestyles, but we always supported each other and always came together when it came to any sort of games or any type of practice. Like, we really tried to show up for each other and sports, even watching games together, like, that was a whole family reunion for us. So, sports [have] always been something more than just sitting [around] a TV and watching. It was always a way to bring family together, and it's always a way that I have kind of felt at home.

The importance of the family was the same for Dana. Dana, although she did not participate much in sports due to life circumstances, quickly connected her passion of sports to family,

My family and, like that [football and hockey] was something that we bonded over. And, my brother, he got really involved into football. And so that was kind of just, like, my introduction to sport and then really immersing myself within it.

Sports Industry Experience Gained from High School Activities

Another pre-college theme ubiquitous with many Sport Management students was high school experiences as it relates to work and life. In terms of work, this refers to the extent to which the student participated in sports industry-related activities while in high school. On the other hand, life refers to the specific life events that happened in high school. These events may or may not be related to the high school educational experience. Students like Calvin, Roy, and Dana had work-learning experiences in high school that allowed them to step into the sports industry early. As Calvin and Roy's work-based learning experiences are mentioned above, Dana's is highlighted here. While in high school, Dana mentioned,

I was in a[n] Academy of Finance program. And so, I really enjoyed, like, the business aspect of, like, just the world, in general, but I did not want to be stuck in like a generic like accounting role. So, I kind of intertwine[d] my love for sport and then passion for like business procedures, and then combined the two and that is kind of why I have pursued sport in the long term...my passions have changed over time, but sport has still like been the center of it.

While this can be seen as an extension of *refinement* identified above, it is important to note that the Sport Management student is cultivating a self-understanding that guides them towards pursuing a degree in Sport Management long *before* taking any college courses, let alone admittance into college. Further, more often than not, high school experience does not allow or accommodate connecting that self-understanding with 'Sport Management,' as many high school students pursuing Sport Management were not initially aware that it was a path to a degree. If they were aware of Sport Management as a degree path, it was a proactive, conscious decision on their part to research colleges and programs within.

Influence of Faith on Experiences. In terms of life, Priscilla recalled a traumatic event that, in the interim, through self-reflection, has become an essential part of her *self-knowledge*,

One of my friends on my soccer team passed away when I was in high school. I can talk about it now. Because, like, I am okay with it. But that was like one of the things that I started questioning, like, 'Okay,' like, 'How could someone, because [this] was like, the first person in my life that I lost that was not like a grandparent.' And so, I think I just was like, 'I do not know where to go from here.' So that is when I started questioning my faith a lot because that was right when I stopped going to Catholic school. And I was just kind of like, 'Oh, he is not real because, like, how could somebody that hasn't done anything bad, like, pass away?' So that like, [made me] do a lot of reflecting and I started going, like, small group and young life. I kind of got back into back into my faith, like, just learning more and reading more... I think, like, again, like, I think it just made me who I am now. You know; just kind of chill... I was not always chill... I wrote about that in my essay to get into Ashville. Like how I had to just, like, my reconnection with God after something like that happened... It took me a while to, like, write on paper, but I always say, like, I think that essay was the reason I got [into Ashville] because I had good grades in high school and, like, a good, like, fine, they [were] fine. But I think I am not, I think that, definitely, like, I just had a feeling, like, what made me get in because, I mean, I was not, like, the smartest. I mean, I am not smart, like, I am fine, like, I would not get great grades, you know? And I didn't get [into Ashville] early action. I got, like, deferred and then I got [accepted] in March. I think they, like, were, like, 'that girl, who is she, do you think she can get it?' And then they read my essay and [were] like 'oh, she's cool.'

It is evident from Priscilla that both high school experiences and background as a participant in sports can overlap significantly. This overlap between background, high school experiences, and pursuing a Sport Management degree was also mentioned by Perry,

I feel like, yeah, that is actually real simple. There [have] been so many, like, so many great experiences from, I got to play UBI stadium, season opener of my senior year, and getting named district player of the week, I week before the playoffs. It was a big week for us as we were like trying to fight to even make it out of the play-in, and just, like, I played up until sophomore year of high school, I played sports year-round. I quit basketball in my sophomore year. But, like, it's my life, so I, just, want to continue never, never stop and the best way to do that is to work in the industry... I feel like people try to say before they got major [deciding to pursue Sport Management], but I will be honest, like, I did not find[out] I wanted to be Sport Management till I was here. So, like, the year I went to Dundee State before I transferred in, I was undecided the whole time. And then, like, unless you are committed to, like, a science major, or, like, something that, everyone wants to go to Weston and just, like, at some point I realized, like, Weston is great, but, like, I stand any of this to do any of this, let me do something I actually like.

Regardless of their high school experiences or background, particular moments of their past guide and inform *who they are* and *who they understand themselves to be*. These experiences ground the Sport Management student in life and connect them to the domain of sport.

Revelations from Sport Management Courses: ‘Aha moments’

Recall from above that Sport Management students reference a specific course in which the gap between self-knowledge and pursuing a degree in Sport Management and a career in the sports industry was bridged, colloquially referred to here as an ‘aha moment.’ In these ‘aha moments,’ it is not necessarily the content that arouses this affect; rather, it is the way in which the instructor or professors facilitate the student engaging with content that arouses an ‘aha.’ For Priscilla, as mentioned above, it was ‘drills’ done in Sports Marketing and its practicality.

This was similar to Emma,

Sport sales...once I took that class that I wanted to be. I wanted to be in sales, and particularly in sports. It was just the material that we went over and so aligned with what I knew when I thought it would be. So that kind of clicked for me.

Sports Sales was also mentioned by Sterling,

I took [redacted] sales class and learned that I had the characteristics of a Salesman which are being personable, competitive driven, all that stuff, and team-centric and I learned I like sales.

From Priscilla, Emma, and Sterling, the common undercurrent is that self-knowledge, as it relates to introspection and facilitating conditions interrogating oneself, engenders these ‘aha moments.’ These occurred not only in Sports Marketing and Sports Sales but also in Social Aspects of Sports and Sports Law. Priscilla said, in terms of the former,

It wasn't a hard class, but it was very discussion-based. And, like, all the things we would talk about are very related to, like, things that, we would talk a lot about youth sports, and it was something that I'm really passionate about. I coach a lot of little kids.

In terms of the latter, Harper mentioned Sport Law continues to help shape not only *who she is* and *who she understands herself to be*, but *who she is becoming*,

I swear up and down he is a great professor, like, to this day. He is one of my favorite professors I have ever had in my life. And he was a big ‘aha moment’ for me of ‘Oh, yeah, I want to do this industry’. I thought I was gonna go legal. But even like through my new field on the medical side, I still tie a lot of things that I learned in that class to why I wanted to do medical.

Along the same vein of *who she is becoming*, Priscilla mentioned,

I think the classes, like, most of the classes I have had have just really made me think a lot and reflect which is cool because I think that [it], like, [has] taught me a lot about myself and, like, helped me realize like what I want to do.

In the item, it is important to mention that this is not to argue that content-based learning is not appropriate for Sports Management students. Rather, it acknowledges how students pursuing a degree in Sports Management relate to the material and, by extension, how instructors or professors facilitate and scaffold ‘aha moments’ throughout.

Self-Identified Socio-Economic Class

The last theme to address beyond theory is self-identified socio-economic class. By socio-economic class, there is a two-fold meaning. The first is social. This refers to the specific lifestyle and/or the materiality of that lifestyle [e.g., consumption, recreation, and leisure], more often than not mediated by the material resources of the family unit. Most participants mentioned participating in a sport alongside referencing parental or family involvement. For Emma, it was playing basketball with her father as a coach. For Angela, it was playing tennis and softball alongside her mother and relatives, who also participated in sports. For Perry, it was playing baseball. For Bert, it was playing golf. For Roy, it was playing football. For Priscilla and Cecil, it was playing soccer. Further, all of these participants self-identified as middle to upper-middle class. However, there is more to it than parental involvement. Recall Harper from above on the

family unit as a conduit for participation and spectatorship; it was also about the affectual labor associated with it [i.e., showing up and supporting each other]. For Harper, who self-identified as upper-middle-class, a sociality pervades her connection to sport, a lifestyle that reinforces the bonds of the family unit. This sociality also enables her to link and anchor her sense of self in sport. This anchoring remained with Dana, who self-identified as lower socio-economic class, as well, as mentioned above.

The second is financial. This refers to the direct [i.e., personal savings] or indirect [i.e., family] fiscal resources of Sport Management students. While Harper had family members working in corporate settings, Dana mentioned,

So I was raised in a single-parent household, and, so, like, low income, but, like, working [we] did not have, like, any, what's the word, I was never left, like, without or anything like that, like, it just was, like, a paycheck-to-paycheck household. And so, my mom, she really took advantage of resources that were available in the community.

The intersecting point between social and financial is *time* and *support*, *time* for parents to invest in youth sports alongside the material investments required to *support* participation. Harper recalled,

in our family...when it came to the kids, even, like, with me, soccer was [the most] prominent and the big thing that I always remember was just creating, like, all the signs and all the badges to support whatever family [inaudible]. I was [the] outskirt one and I did competitive cheerleading, but even through competitive cheerleading, like, I still had, like, family members that came out to support me, but those were the things, it wasn't just showing up, but it also was like the effort of making sure that the person knew that you showed up with, like, all the signs, all the chairs, having all the badges, you know, coordinating outfits and, like, screaming the loudest it was you wanted to make sure that they knew that you were there.

This is something that Dana navigated differently,

my high school was 35 minutes away from my house, so it [continuing to participate in track and field in high school] was not feasible for me to try to go to, like, track practices or things like that after school because I did not have the

transportation to get back home across the county. So, I think that also started my transition away from participating.

Given familial or community resources, Dana did not have time to continue participating in track and field. Instead, Dana mentioned, as raised in a single-parent household, that *time* and *support* shifted towards the family unit and trying to help take care of her brother so “my mom, so like, then she did not have to, like, come home and like it's just like a whole mess.” While it is not known if Dana taking *time* to help her mother around the house affected the decision to stop track and field, it did not disrupt her anchoring her sense of self to sport; in particular, it did not dissuade spectatorship:

The Packers are my team, and that kind of stemmed from the fact that every summer I would go to Milwaukee. I would go to Milwaukee every summer and spend a month and a half with my aunt and uncle, and my uncle was really passionate about the Brewers and the Packers. And so, then when I would go up to Wisconsin, I would get all sorts of gear and go to all the stores and get all the clothes and he would try to teach me all the things about the teams and that kind of jumpstarted my love for the Packers and sports in general. So, like, I think just the connection with my uncle kind of created that [love for sports] for me.

These socio-economic conditions facilitated instead a different kind of *self-knowledge* in relation to sport,

I am very passionate the player development. I am doing [it] right now. But I am more [on] the community development aspect like part of player development. So, like, I basically run all of our weekly visits where we go to different organizations and elementary schools and children's hospitals in the county are, like, I take student-athletes there, and, like, I just facilitate those meetings. So, I think my passion really is within, like, community outreach. But trying to get the student-athletes involved in it and seeing the benefits of it [not only] for themselves, but also just, like, for those that they are impacting... my school was 15 minutes away from the [stadium], so like they [the Rays] would do reading days with us and they would bring their Raymond mascot and like he would come and hang out with all the kids so, like, I think that also like just remembering that these celebrities would come and visit and make time out of their day to visit kids. I think that also kind of jumpstarted my appreciation for sports and just, like, teams in general, and their willingness to give back to the community... I kind of see myself and some of the kids that like I visit at schools, and I am, like, I know exactly what your situation might be. And, like, when I had visits like from the

Rays and things like that are just like community partners come in. Like I soaked that up.

As such, the sociality of sport, regardless of self-identified socio-economic status, enables the Sport Management student to anchor themselves in sport, while financial requirements constrain the modalities of this personal attachment. This enabling and constraining compel rearticulating oneself in relation to oneself and *care of self*. Hence, Dana's passion for player development as it relates to her background and *self-knowledge*.

Summary

This study examined contemporary internship manuals of Sport Management programs and the internship experiences of Sport Management students through Foucault's theory of *power*, associated concepts or categories, and themes. The findings reveal internships in Sport Management, as a strategy of *power*, are formed around a *regime of truth* by producing the Sport Management intern. More precisely, interns are constituted around a type of neoliberal subjectivity that constrains them as interns but also enables them to produce themselves as interns. The result of this is *refinement*.

In regard to the research questions associated with this project, the Foucauldian genealogy uncovered an intersection of *power* and a positivist *regime of truth* focused on *production*, which, in turn, creates a specific type of Sport Management intern, one that reduces them to functional nuances of the experience. An internship is a pedagogical unit strategically partitioned at the end of matriculation. Strategic positioning elicits a recategorizing of the Sport Management student as 'qualified' or 'not qualified' per certain expectations and standards, particularly extracting more and more meaningful learning moments from time. In this way, the internship manual and the learning experience it documents objectifies the Sport Management student as the object of *knowledge*. In objectifying the student, the Sport Management intern is

created. The image of the intern in internship manuals is of a specific type of neoliberal subjectivity. This can be seen in the *degrees of rationalization* and the extent to which it produces a self-reflexive, self-governing Sport Management intern.

The interviews informed Sport Management interns *practices of self* while completing an internship. More precisely, the Sport Management intern, as an object of *knowledge*, is entangled in a system of *power* and *truth* that enables them to practice the various codes and rules for behavior [e.g., competition, achievement, individualism, personal responsibility] towards a more filtered *self-knowledge* in relation to sport or *refinement*. *Refinement* on an internship in Sport Management is a process by which interns turn inward and rely on resources, especially those concerned with moral conduct [e.g., family, religion], to reconcile contradictions and/or incongruencies with the pleasure and satisfaction associated with sport. This inward turn enables the Sport Management intern, along with corresponding *rationalization*, to transform, as the subject of their behavior, into an *ethical subject* by acting in accordance with oneself, *care of self*. It allows them to pursue a career in the sports industry. In this way, *refinement* is the goal of the internship or its *telos*.

The section on ‘Beyond Theory’ focused on four topics: background in sports, sports industry experience in high school, ‘aha moments’ from Sport Management courses, and self-identified socio-economic status. These four topics can be seen as an extension of *refinement* and *care of self* as related to the Foucauldian genealogy on Sport Management internships mentioned above. In conclusion, the experiences of the Sport Management student, either while on an internship or before it, need to be seen as a part of a lifelong project of *refining* their *self-knowledge* by practicing codes and rules for behavior in relation to sports, to be an ethical subject that acts in accordance with oneself.

CHAPTER 5

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

Sport Management emerged as an applied subcomponent of Sport Studies within Physical Education in the early-to-mid 1980s. This coincided with the boom of the sports industry and economic steering issues in Physical Education. This applied subcomponent of Sport Management became a norm for the field as curricular standards were formed and established. As such, Sport Management is and continues to be considered an applied discipline dedicated to the professional preparation of future sports managers. Professional preparation includes developing conceptual and technical skills and proficiency gained through classroom and experiential learning. There are two experiential learning opportunities in Sport Management: internships and practicums. The general assumption regarding experiential learning is that the more work-related experiences Sport Management students have, the more attractive they are to prospective employers (Brown et al., 2016), and this is considered to ease the college-to-work transition (Wei & Sotiriadou, 2023). Nevertheless, internships are, as Schneider and Stier (2006) referred to it, “the modus operandi” (p. 35) of Sport Management. Although estimates vary, 80-90 percent of Sport Management programs in the United States (Jones et al., 2008; Sattler, 2018; Schoepfer & Dobbs, 2010) require the completion of an internship before graduation. Considering Sport Management is an applied field dedicated to the professional preparation of future sports managers, it can be argued that an internship experience is the most crucial component of any path to a career in the sports industry (Moorman, 2004).

As internships are critical to Sport Management programs, scholars have researched this type of experiential learning. Three types of research studies and theoretical perspectives are

used to study internships in Sport Management. First are studies on the development, assessment, and improvement of internships in Sport Management and general administrative considerations. A theoretical perspective underpinning these projects is structural functionalism, which emphasizes identifying, understanding, and enhancing different yet interrelated parts of the system or structure. Second, there are research studies on student experiences while on an internship. These studies tend to fall within interpretive or critical paradigms. From an interpretative perspective, studies focus on understanding student experiences in a way that augments the internship learning experience. On the other hand, a critical perspective interrogates the norm above of internships in Sport Management while emphasizing issues of gender and class. Last are studies that blur the paradigmatic boundaries between the first and second approaches, as filtered through methodological decisions and data analysis associated with structural functionalism. In light of the research studies and theoretical perspectives espoused above, Foucault's theory of *power* and related concepts was applied to this dissertation to provide a deconstructive understanding of internships in Sport Management. This approach has received limited attention in sport management research.

This study aimed to apply a deconstructive, post-qualitative approach to internships in Sport Management. The intention was to uncover the intersections of *power* and *truth* to understand internships in Sport Management and discover how these intersections are confirmed through interviews with Sport Management students, as read through Foucault. The questions guiding this research are as follows:

- 1a. What does a Foucauldian genealogy of internship in Sports Management uncover?
- 1b. How is the genealogy confirmed in the analysis of interviews with recent interns in sports management?

The significance of this dissertation is three-fold. First, a Foucauldian genealogy on internships in Sport Management is a project that has never been done before. As such, this project increases the theoretical and methodological repertoire of Sport Management. Second, the post-positivist literature on Sport Management internships, beyond interpretive and critical paradigms, is expanded into post-traditions alongside the novel insights gained from internships in Sport Management. More precisely, this dissertation moves Sport Management into a paradigm and a *way of thinking* about internships that has not yet been explored in the field. Last is offering original insights into Sport Management student internship experiences. This study then adds to research on Sport Management student experiences.

In this Chapter, themes from Chapter 4 are discussed with extant literature. The forthcoming sections are organized around Foucault's (1977[1995]) themes of power mentioned in *Discipline & Punish*: a) distribution of power, b) organization of power, c) composition of power, and d) control of power, e) followed by an 'Emerging Themes Beyond Theory' section. Conclusions, practical implications, and recommendations for future research follow this.

Distribution of Power

The distribution of *power* is considered productive when exhibited in the social body, as fixed to a formal institution, and materially and non-materially distributed spatially. This spatial fix of power enables a disciplinary apparatus to be formed and displayed via a *regime of truth* that materializes in managing and producing populations. The findings of this study, as connected to the genealogy of internships in sports management, center on *enclosure*, *partitioning*, *functional sites*, and *rank* as shown in internship manuals, resulting in the creation of a specific Sport Management student: the intern. The descriptor of intern allows for a specific student identity engulfed with expectations, norms, and ways to experience their internship in

Sport Management. While a few articles mention Foucault's power distribution in curriculum development (Arvast, 2005; Cranton, 2014), none do so within the context of Sport Management internships. Kurtulaj (2021) provides a critical collaboration related to the findings mentioned in this study.

Based on Kurtulaj (2021), even though internships are a discrete pedagogical unit within matriculation, *power*; in the Foucauldian sense, does not go away simply because units are *partitioned* and defined. Instead, *partitioning* and defining enable specific proportions and articulations of *power* to spread across institutions and the social body. For example, Kurtulaj (2021) discussed Foucault's (1971) distinction between lectures and seminars. A lecture is a direct teaching style in which the instructor is in a conspicuous regulatory position of *power*. At the same time, a seminar is *power* more equally distributed between the instructor and student (Foucault, 1971, as discussed in Kurtulaj, 2021). The differences between a lecture and a seminar are different proportions and articulations of *power* because how power is distributed can shift, affecting *rank*. Based on the findings of this study and concerning Southall et al. (2003), *power* in the context of Sport Management internships has a specific formulation.

In comparing a lecture and seminar (Kurtulaj, 2021) with an internship (Southall et al., 2003), regulatory *power* over the Sport Management student is transposed from the lecture and seminar to the internship setting. The on-site supervisor and internship coordinator assume a regulatory position of power at the internship site. This position is defined through the sports industry-related theory, knowledge, and practice of the on-site supervisor and internship coordinator relative to the Sport Management student. This *relationality* and the types of theory, knowledge, and practice are wholly different than in the lecture and seminar. The by-product of this is the re-articulation of a Sport Management student into an intern with a set of norms and

expectations different from a lecture and seminar. In this way the distribution of *power*, from the lecture and seminar to the internship, is a different proportion articulation of *power*, defined through the industry-related theory, knowledge, and practice, whose re-articulation results in a *re-ranking* of the Sport Management student as an intern.

Organization of Power

In reference to the organization of *power*, in this instance, for *power* to be productive, it needs a source that can co-exist with *knowledge* to enable the creation of a *regime of truth*. Such a *regime* articulates the student and sets parameters for what the Sport Management student is expected to experience. The findings of this study showed evidence of Foucault's (1977[1995]) *finalizing segments* and *relationality*. While the former is about the *temporality* of the Sport Management internship experience, the latter refers to production or the production of relations that, as a consequence, produce an outcome. The *organizing* source of internships in Sport Management is the marketplace.

More than a few articles connect the marketplace to learning. In particular, vocational learning environments geared towards specialization (Giroux, 2010) infused with corporate-based ideology (Rabinoff et al., 2000). Nevertheless, the rapid growth of the sports industry congruent with this emergence of Sport Management collaborates with Cohen and Lazerson's (1972) treatise that, in relation to this corporatism, education is fashioned as a refinement process for training and selecting the labor force. In this case, the sport manager. As such, the research findings collaborate with the education literature that connects ways by which corporatism and the marketplace define and determine pedagogy (see Giroux, 1999; 2002a; 2002b) and the various schemes that produce *relationality* (Cohen & Lazerson, 1972), or, as the findings suggest, a project of docility that accounts for scale, the object of control, and its modalities

through selective bits of *knowledge* and descriptions, matriculation plans, and accumulated data to be held over and against the body for scrutiny.

Composition of Power

When it comes to the composition of *power*, it is considered materially organized and distributed, yet fixed, spatially, to a disciplinary apparatus of knowledge and truth constructed around the social body in a way that maximizes the efficiencies of its heterogenous parts while minimizing inefficiencies. More precisely, the composition of power centers on a regime that articulates the Sport Management student to [a] ensure systems of relations are maintained without disruption and [b] maintain the *relationality* above to guarantee results. Findings identified this composition of *power* in the form of *bringing power relations into being, systems of differentiation, and types of objectives* associated with an internship in Sport Management.

As an extension of the organization of *power* in Sport Management and its tendencies towards a corporate ordering of education, the general idea is that education and learning activities should reflect values that “make good industrial workers” (Cohen & Lazerson, 1972, p. 374) including, but not limited to, authority, responsibility, and punctuality. This is discipline, especially as concerned with *bringing power relations into being, systems of differentiation, and types of objectives* relative to internships in Sport Management, and as such, the corporate ordering of education and producing sports managers collaborate with the findings of Cohen and Lazerson (1972) and Styslinger (2000).

In their study on dramaturgy in education, Styslinger (2000) identified how systems of relations are maintained and never disrupted with results guaranteed, where students are turned into the subject of their own control and discipline. While Styslinger (2000) did not explicitly isolate the strategies by which students become the subject of their own control and discipline,

the findings reveal associations with *degrees of rationalization* concerning *types of objectives*. This is an essential collaboration with the findings from Cohen and Lazerson (1972), whose results indicate that (a) productivity is intrinsically connected to the marketplace, and (b) it is the personal responsibility of the student to act accordingly. The extent to which internship manuals do not accommodate failure and/or struggle indicates a strategy to ensure results: acknowledging only success.

Control of Power

Power in Sport Management is composed to maximize its efficiencies and maintain the corresponding system it is designed to produce: the composition of *power*. However, ‘maximizing efficiencies’ differs from simply maintaining a system of *relationality* to guarantee results. Instead, it is harnessing and/or manipulating an aspect of reality to guarantee results, which is considered the control of *power*. With the findings of this study, the control of *power* is nested in the manipulation time. Although there is little to no literature on the manipulation of time to maximize efficiencies concerning Foucault, *power*, and Sport Management internships, there is literature that collaborates ideas of self-formation and *care of self*.

Infinito’s (2003) study mentions that self-formation is a way of becoming in the world through action and interaction between themselves and others. An individual is then responsible for self-formation and *relationality* to others. To put it another way, self-formation and *care of self* is an inward turn to experience, which accounts for self-efficacy: the engagement in self-directed and self-regulated behaviors that enable them to transform themselves to achieve satisfaction (Blackman & Maynard, 2008). So, for example, *refining* the pleasure and satisfaction associated with sport into the business of sport by recognizing codes and rules for behavior [e.g., competition, achievement, individualism, personal responsibility] and not regurgitating

assignments. Infinito (2003) and Blackman and Maynard (2008) agree that this is important for education research. Indeed, according to Dilts (2010), the capacity to recognize and actualize these codes and rules for behavior was vital to understanding the way Foucault viewed neoliberalism.

Evidenced by Foucault's (2008) neoliberal *rationality*, the findings of this study identified the specific strategies by which Sport Management students act in ways that are in accordance with themselves or *care of self*. In particular, Sports Management students rely on their ethical substance as a source for resolution and guidance, such as family values, religious beliefs, or a fleeting memory from childhood to guide the self in the present. By doing so, the student is the subject of their own thoughts and actions, not merely an object of *power-knowledge* (Dilts, 2010). Based on Dilts (2010), two items are to be mentioned in this. First is by fixating on the *production* of sports managers - in the human capital sense - and 'choice' associated with neoliberalism, Dilts (2010) explains that this allows us to overlook the marketplace as a historically contingent *regime* and/or game of *truth* in which the techniques or strategies of *power* never cease to operate (Foucault, 1988). Discontinuity can redirect *power*, but *power* itself does not cease. Last is that there is an ontological basis for *ethics*, the relation of the Sport Management intern to themselves and others. According to Dilts (2010), to *become an ethical subject*, it is not about the Sport Management student acting in ways congruent with their material investments or expected return for a degree. Instead, it is the students' actions concerning existing rules and cultural codes of conduct. In other words, cheating on an internship assignment would undermine the *truth* game and their *eudemonic* attachment to sport and their education,

The task of testing oneself, examining oneself, monitoring oneself in a series of clearly defined exercises, makes the question of truth – the truth concerning what

one is, what one does, and what one is capable of doing – central to the formation of the ethical subject. (Foucault, 1988, p. 68)

The awareness of testing, examining, and monitoring oneself towards self-knowledge links ethics to games of *truth* with Foucault's understanding of neoliberal *rationality*.

Emerging Themes Beyond Theory

Student Backgrounds in Sport

One of the findings from Sport Management students that was not necessarily connected to the genealogy of internships in Sport Management but came up in interviews was the extent to which student backgrounds in sport, though a combination of participation and/or spectatorship, influenced their pursuit of a degree in Sport Management. Such findings validate Hawzen et al.'s (2018) work, where participants shared memories and, by extension, connections to the sport as a participant or consumer as reasons for pursuing careers in the sports industry. However, it is essential to note that although sports participation and/or consumption did come up in interviews, it may not be the only variable explaining their pursuit of a degree in Sport Management, according to Hawzen et al. (2018).

Industry Experience in High School

Another finding from the interviews was that students obtained industry experience as interns during their secondary education. Participants mentioned work-based learning experiences during their secondary school, where they gained valuable work-related experiences. Such experiences, although not mentioned in Sport Management internship literature, confirm research conducted on work-based learning in high schools (Alfeld et. al., 2013; Bennett, 2007; Stasz & Brewer, 2008). According to these studies, work-based learning is similar to internships, in which on-the-job learning provides students with opportunities beyond anything offered in the

classroom, and these experiences are considered essential for their education and employment (Bennett, 2007; Stasz & Brewer, 2008).

‘Aha’ Moments in College Courses

During college matriculation, ‘aha’ moments were mentioned and documented in interviews with participants in the context of Sport Management and non-Sport Management courses. Throughout the interviews, it was evident that these moments were connected to non-internship courses and experiences in the classroom during students’ matriculation and that this experience provided a capillary impetus to pursue a Sport Management degree. From the interviews, however, many Sport Management students are not taking the educational aspects of the internship seriously. As deduced from the interviews, there are a few possible reasons for this.

First, quite a few Sport Management students mentioned participating in multiple internships while in college for academic credit while completing similar assignments and prompts with minimal feedback. This means that students who do not have different assignments complete the same assignment. Further, because feedback is minimal and/or the types of questions prompted are not inquisitive, Sport Management students mentioned that they put minimal effort into their assignments. This is the second point: Sport Management students mentioned doing the bare minimum concerning the education component of the internship because that is what is asked of them. It is essential to understand that, based on the interviews, this is conditional and reflects more on the learning environments facilitated than the students themselves. For example, participants mentioned prompts that requested information on identifying their strengths or areas of improvement. In this way, if Sport Management solicits vocational questions, it will receive vocational responses. This did not detract from the affectual

trigger or ‘aha moments’ participants mentioned experiencing during matriculation. Indeed, it is the trigger that arouses their excitement to pursue a career in the sports industry and take advantage of industry-related learning opportunities through practicums and internships. However, in the absence of ‘aha moments’ related to the internship's education component after this internal signaling, participants mentioned putting more and more effort into the on-site employment component of the internship, not the educational. According to participants, this is exacerbated by the lack of recognition [e.g., insubstantial feedback on assignments] and/or feeling undervalued [e.g., an outcome of not reinforcing values and codes of behavior]. The insidious by-product of this is the third point: burnout. Participants mentioned the work-school-life imbalance of a Sport Management internship, which led to them feeling overworked and/or overstressed. This effect, in turn, can lead to them completing the minimum required. Based on the interviews then, it appears that some Sport Management students quietly quit the education component of the internship and put more effort into industry-related experiences, as these are the spaces in which achievement and productivity are actualized. This does not mean students are not completing internships, graduating with degrees in Sport Management, and/or pursuing careers in the sports industry. Rather, students are ‘checking out’ of their assignments. These three points overlap considerably with recent industrial sociopsychology research on quiet quitting.

Quiet quitting refers to the extent to which people do not literally quit their position; instead, they intentionally limit their work and/or do the bare minimum (Galanis et al., 2023). Most of the studies on quiet quitting in educational spaces have been about teachers (Beukes., 2019; Hong et al., 2023; Lu et al., 2023; Wang et al., 2015). Any research into quiet quitting among students usually associates it with burnout (Jia et al., 2009; Tomaschewski et al., 2013).

This linkage between students and burnout supports research from Gabelaia and Bagociunaite (2023). In Gabelaia and Bagociunaite (2023), burnout and quiet quitting are linked with a lack of growth opportunities and recognition, perceived poor leadership, and an absence of proactive solutions to address these, including transparent communication avenues, opportunities to provide feedback and well-being initiatives. All of the points offered by Gabelaia and Bagociunaite (2023) and, by extension, Jia et al. (2009) and Tomaschewski et al. (2013) collaborate with the three points detailed above.

Self-Identified Socio-Economic Status

The last theme beyond theory to discuss concerning extant literature is the participants' self-identified socioeconomic class. Socioeconomic class means social and/or financial status. Based on the interviews, it is apparent that these items mutually inform one another in ways that cannot be easily separated, such as *time* relative to self-identified socioeconomic status. Self-identified middle-class participants mentioned that parental involvement provided conditions for ongoing participation and/or spectatorship. The undercurrent here is that parents had the time to invest in the activities with their children. This is compared to the self-identified lower-class participant whose parents may not have had time to partake in such activities. In particular, the parents of participants who identified as lower-class may not have had the time to step away from wage-based labor to participate in non-wage labor, such as volunteering for the youth sporting activities of their children. In this way, the intersecting point between social and financial is *time* and *support*, which materializes differently depending on participants' self-identified socioeconomic status. While participants during interviews did not link self-identified socioeconomic status and their internship experience, Walker et al. (2020) provide insights into *time* and *support* concerning Sport Management internships.

In Walker et al.'s (2020) study on Sport Management internships and privilege, as defined by socioeconomic status, how *time* and *support* materialize affects how Sport Management students from different socioeconomic backgrounds navigate internships and, by extension, experience them; for example, affording living expenses if interning at a site that required relocation or forgoing paid employment for an extended period while still paying tuition costs. Based on Walker et al. (2020), the intersection between time and support mentioned above is a privilege. In particular, privileged Sport Management students did have the *time* and *support* to invest in the low-wage to unpaid labor of internships in the sports industry for an extended period. In contrast, students from non-privileged backgrounds did not. According to Walker et al. (2020), the result of this is a less socioeconomically diverse workforce.

Conclusion

This study documented how internships in Sport Management both enable and constrain students. More precisely, in using Foucault's theory of *power* and related concepts, findings suggest that Sport Management students are self-governing subjects, as the object of internship manuals that construct or articulate the Sport Management intern and their internship experience. Manuals are articulated in such a way as to guarantee results and maximize efficiencies. This is done by scaffolding the learning experience to extract more and more meaningful moments from time [i.e., *exhaustive use*] and by shifting responsibility onto the student alongside punitive language and restrictive logical formations [i.e., *degrees of rationalization*]. This can be regarded as the functional articulation of the Sport Management intern in a system of production. In this system, the Sport Management student, although reduced to the processes and relations of producing themselves as an intern, does act in accordance with themselves, as the subject of their own thoughts and actions.

Practical Implications and Recommendations for Future Research

Practical Implications

The implications of the study are philosophical and theoretical. One of the hypotheses of Newman (2014) is that market-compliant Sport Management and its associated scientific endeavors risk becoming an inefficacious discipline due to its unidirectional commitment to positivism. That is, “predictable and manageable data patterns, patterns that will help make market relations more efficient and thereby effective” (Newman, 2014, p. 607). As evident in the table language [see Figure 2.4] of Sport Management, human experience is reduced to numbers, categories, patterns, and generating models to view and explain causal relationships (Newman, 2014). This scientific reductionism has served Sport Management well for over 40 years (Newman, 2014). Furthermore, the thorough review of the literature on Sport Management internships revealed a structural functionalist undercurrent of research and their findings, as research results often promote and encourage the stability of internships in Sport Management. During this time, Sport Management created relations of power (Newman, 2014). This includes the researcher over the researched, highly structured methodology over artful experimentation with theory, and, perhaps most importantly, specific axioms in truth claims and their source relative to claims and sources *subjugated* in Sport Management. As an effect history, this genealogy begets a process for chipping away at this scientific reductionism in Sport Management to make room for something new: the researched over the researcher, artful experimentation with theory over highly structured methodology, and working on the margins rather than the epicenter.

Recommendations for Future Research

This Foucauldian genealogy of internships in Sport Management has demonstrated the need to explore different paradigms and continue expanding the discipline's theoretical and conceptual boundaries and, by extension, being critical *epistemological* thinkers (Mason, 2016; Newman, 2014). For example, results from post-positivist projects on student experience have been heavily skewed towards one or two demographics: self-identified white males (Walker et al., 2020) or self-identified white women (Hardin et al., 2021; Harris et al., 2015), leading to the production of *whiteness* in Sport Management: the social location of white men and women are the primary source for *knowledge* claims (Nakayama & Krizek, 1995). As critical *epistemological* thinkers (Mason, 2016; Newman, 2014), it is recommended that future research be mindful of the source of *knowledge* claims and how such claims are generalized to a population. For scholars of critical theory, this is an essential area of future research that has not been studied in terms of Sport Management internship literature (Walker et al., 2020). The general lack of attention to minority populations in researching Sport Management internships is concerning not simply because the sports industry and Sport Management are hegemonically masculine and white (Harris et al., 2014) but students questioning the treatment of others on internships, especially minorities, was documented and recommended to be explored by Peretto Stratta (2004) around twenty years ago. However, Sport Management is still struggling to investigate this issue. As such, future research should explore the internship experiences of minority populations.

Another recommendation for future research related to Foucauldian projects in Sport Management is to consider the two approaches to research in exploring a domain: *genealogy* and *archaeology*. While genealogy focuses on truth and power as it relates to discourse, archaeology,

on the other hand, focuses on truth and knowledge. Aspects of Foucauldian archaeology overlap with genealogy in that the former would spend more time with archival material, focusing on the internship literature and other historical material that enables the researcher to deconstruct the intersection of *truth* and *knowledge*.

One final recommendation is regarding Trail et al.'s (2003) theoretical model for sports spectator consumption behavior and its relevance to internships in Sport Management. In particular, 'Expectancies for Event Experience/Outcome' to 'Disconfirmation of Expectancies for Event Experience/Outcome' and its relationship to 'Self-Esteem Responses' and/or 'Affectual State' (Trail et al., 2003). Based on 'Expectancies for Event Experience/Outcome,' Sport Management interns may have specific expectations before starting their internship. These expectations could be anything from education to employment-related benefits and can be confirmed or disconfirmed. This, in turn, may influence their affectual state. By affectual state, Trail et al. (2003) refer to enjoyment or satisfaction. The key for future research here on Sport Management internships is the modulating effects of 'Self-Esteem Responses.' Recall from the discussion on quiet quitting that lack of recognition [e.g., insubstantial feedback on assignments] and/or feeling undervalued [e.g., an outcome of not reinforcing values and codes of behavior] on assignments lead to Sport Management intern intentionally limiting their work and/or doing the bare minimum required of them. Future research should use an experimental design to determine if recognition [e.g., meaningful feedback on assignments] and/or conveying value and appreciation [e.g., reinforcing values and codes of behavior] enhance internship enjoyment or satisfaction. It is important to note that this recommendation is made irrespective of whether it reflects the scientific reductionism of Sport Management.

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APPENDICES

APPENDIX A

RECRUITMENT MESSAGE

Dear (Name of Participant):

My name is Sean Seiler. I am a doctoral student at The University of Georgia (UGA) working on my dissertation within the Department of Kinesiology under the guidance of Dr. Jepkorir Rose Chepyator-Thomson. My research topic is attempting to gain a more thorough understanding of *power* in sport and its role in Sport Management internships. **The primary purpose of this study is to conduct a Foucauldian genealogy into internships in Sport Management programs.** We are looking for participants who (1) have completed an internship in Sport Management towards completing their undergraduate degree requirements within the past five years [January 1, 2018 through December 31, 2023] in a program (2) at an SEC member affiliated institution, (3) are 18-years or older, and (4) spoken English is a first or second language.

Your participation in this study will involve a survey (see link below) and an interview which will last around 60-90 minutes. It would be greatly appreciated if you would consider participating in this study. If you agree to participate in the study, there will be a 'box' for you to check in the survey to confirm your interest, a space for you to designate day/time to schedule an interview, and preferred contact information. At the interview, a Consent form that (1) details your rights as a participant in this study and (2) requests your signature *before* the interview begins. Per IRB Protocol, all of this information is to be confidential.

We believe your experiences and perspectives are invaluable and will help obtain a greater understanding of *power* in sport and its role in Sport Management internships. Your life journey and relationship to sport and degree in Sport Management is of great importance to the field as it attempts to address and understand student-related issues on internships. We thank you in advance for your time and consideration. If you have any questions, comments, or concerns regarding the project, please contact either their Principal Investigator or Co-Principal Investigator list below.

Link to Survey: [Survey Link embedded]

Principal Investigator: Dr. Jepkorir Rose Chepyator-Thomson
Telephone: 706-542-4434
Email: jchepyat@uga.edu

Co-Principal Investigator: Sean Seiler
Telephone: 470-292-7072
Email: sms07359@uga.edu

APPENDIX B

SURVEY/QUESTIONNAIRE

Title: A Foucauldian Genealogy on Sport Management Internships: Towards and Understanding of *Power*

Thank you for your interest in participating in this research project. This project is being conducted by Sean Seiler, a doctoral student, and Dr. Jepkorir Rose Chepyator-Thomson, Professor in Sport Management, in the Department of Kinesiology at The University of Georgia (UGA).

The primary purpose of this research is to conduct a Foucauldian genealogy into internships in Sport Management programs. More precisely, it is attempting to gain a more thorough understanding of *power* in sport and its role in Sport Management internships. The forthcoming survey is designed to assess interest in participating in a 60-90 interview as well as collect demographic information.

Participation in this study is voluntary. As such, you may refuse to take part in this study, withdrawal at any time. If you decide to withdrawal for the project, you have the ability to redact and/or remove statements provided to the researcher. Please note the following information while completing this survey:

- You may skip any question which you do not want to answer.
- Information collected as a part of this survey is confidential.
- Data will only be shared with researchers working on the project.
- Completion of this survey will take approximately 5-10 minutes.
- There may be discomfort associated with this survey, either social, psychological, legal, or economic.

As mentioned above, participation in this project is voluntary and you may leave at any time in the research process. If you experience any negative thoughts or emotions while completing the

survey, please consult Counseling and Psychiatric Services (CAPS) at UGA. See CAPS contact information below.

Please answer the questions to the best of your ability. Thank you in advance for your assistance with this research project!

Counseling and Psychiatric Services (CAPS)

55 Carlton Street
Athens, Georgia 30602
(706) 542-2273

Survey Questions:

1. Are you willing to participate in this survey?
 - ☐ Yes, I agree to participate.
 - ☐ I will not participate.
 - ☐ I will participate but may not be able to answer all questions.

Demographic Information:

Gender

- ☐ Male
- ☐ Female
- ☐ Non-Binary
- ☐ Prefer not to say.

Age

-
- ☐ Prefer not to say.

Racial/Ethnic Identity

- ☐ White
- ☐ Black or African American
- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ Two or more Races
- ☐ Prefer not to say.

Socio-Economic Status

- ☐ Upper Class
- ☐ Upper-Middle Class
- ☐ Middle Class

- ☐ Middle-Lower Class
- ☐ Lower Class
- ☐ Prefer not to say.

Highest Educational Level

-
- ☐ Prefer not to say.

Occupation

-
- ☐ Prefer not to say.

Invitation for Interview:

Would you like to participate in a semi-structured interview to be held virtually or in-person, at the request of the participant?

- ☐ Yes. Please contact me to set up a semi-structured interview.
- ☐ No. I do not wish to participate in a semi-structured interview.
- ☐ Maybe. Please provide me with more information.

If 'Yes' or 'Maybe', please provide your preferred contact information here below, either email or phone.

Email: _____

Phone: _____

APPENDIX C

CONSENT FORM

Title: A Foucauldian Genealogy on Sport Management Internships: Towards and Understanding of *Power*

Researcher Statement

This is a request to take part in a research study. Before deciding to participate or not, it is important that you understand why this research is being conducted and all that it entails. This form is designed to provide you with information regarding the study, so you can decide if you would like to participate.

It is important that you ask the researcher questions if anything is not clear, or more information is needed. When all of your questions have been answered, you can decide if you want to be a part of the study or not. This process is called 'Informed Consent'. A copy of this form is to be provided to you.

Purpose of the Study

You are invited to participate in a research study. This research aims to gain a better understanding of Sport Management internships with a particular focus on (1) students' personal connection to sport, (2) their understanding of an internship in Sport Management, (3) their experiences on an internship, and (4) the way students navigate it. The goal is to identify the specific strategies undergraduate students rely on to complete an internship towards completing matriculation requirements in Sport Management.

Study Procedures

If you agree to participate in this study, you will be asked to

1. Participate in a one-on-one interview, either in-person or on Zoom, to share (1) your personal connection to sport, (2) your understanding of an internship in Sport Management, (3) your experiences on an internship, and (4) the way you navigate it.
2. The interview is expected to last between 60-90 minutes.
3. The interview may encourage you to elaborate on personal experiences.
4. A series of 15 pre-determined questions is used to guide a semi-structured interview. Additional questions, called ‘probes’, may arise as a part of an interview.
5. The interview will be audio and/or video recorded and transcribed.
6. Once the interview is complete and transcribed, you will be able to review the transcript for accuracy *before* it is analyzed by the researchers. This is called a ‘member check’ and is implemented by researchers to protect you, the participant, and increase the confirmability of data to be analyzed.

Risks and/or Potential Discomforts

- There may be psychological, social, legal, economic, and physical discomfort associated with this study. The researchers have been proactive in mitigating risks [e.g., ensuring anonymity]. However, if you feel discomfort, as a part of reflecting on past experiences, it is within your right to leave the research project. At that point, you will be asked if you wish to withdrawal your statements or if statements up to the point before leaving the project may be included in the project.

- It is within your right to request a ‘pause’ or ‘replay’ or recording during the interview, if requested.
- There will be an opportunity to review and revise the transcript from your interview. Once the transcription has been completed, you will receive an email with an attached copy of the transcript. You will be requested to review the document and provide any clarifications and/or edits to the document within seven days of receiving the email. If, after seven days, there has been no response, it will be assumed that the interview transcriptions are accurate and no clarifications and/or edits are required.

Benefits

- As a participant in this study, there are no direct or indirect material or monetary benefits.
- As a participant in this study, there may be direct or indirect non-material benefits. For example, it may benefit you in knowing that your experiences while on an internship, good or bad, are accounted for with recommendations to be made. By participating in this project, you are offering resources and insight into Sport Management internships that are to be used to promote and increase the awareness of students’ experiences.

Audio Recording

The original files of the audio recording are to be kept on an external storage device [i.e., USB] in a locked fire-proof safe only to be accessed by the researcher. All of the audio recordings will be erased after transcription has been completed and it has been confirmed by the participant. Please provide initials below if you agree to these terms.

_____ I agree to have the interview audio recorded.

_____ I do not agree to have the interview audio recorded.

Privacy/Confidentiality

All interviews are to be kept confidential, conducted only by the researchers, and access to audio and transcriptions only by the researchers. The actual identity of the participant is known only to the researchers unless otherwise agreed on by all parties. In an effort to protect your identity, the following steps have been taken as a part of this study:

1. All email correspondences are associated with a password protected account with a two-step sign-on process. However, no guarantees can be made regarding the interception of data sent via the Internet by any third parties.
2. You will be asked to provide a pseudonym. If no pseudonym is provided, the researchers will provide one for you.
3. Any identifying characteristics [e.g., organizations and hometowns] will be redacted by the researchers.
4. If you participate via Zoom, your confidentiality will be maintained to the degree to which it is technologically permissible.
5. All signed 'Consent' forms will be kept in a fire-proof safe in a secure location known only to the researchers.
6. Only the researchers are allowed to have access to the information from interviews after transcription is complete.

Voluntary

Your participation in this research study is voluntary. It is your right to decline participation. If you decide to participate, you may withdrawal from the project at any time. If you do decide to leave the research project, you will be asked if you wish to withdrawal your statements or if statements up to the point before leaving the project may be included in the project, as you are entitled to rescind information as requested. If you do withdrawal from the project and desire to rescind your statement, your data will be provided to you or destroyed - at the discretion of the participant.

Contact Information

If you have any questions, concerns, or experience discomfort associated with this project, please contact the researchers immediately. See contact information below.

Sean Seiler
346, Cultural Studies in Physical Activity Lab
Ramsey Student Center
330 River Road
Athens, Georgia 30602
Phone: 470-292-7072
Email: sms07359@uga.edu

Dr. Jepkorir Rose Chepyator-Thomson
365, Department of Kinesiology
Ramsey Student Center
330 River Road
Athens, Georgia 30602
Phone: 706-542-4434
Email: jchepyat@uga.edu

Consent to Participant in Research

To voluntarily agree to participate in this research, you must sign the line below. Your signature below confirms that (1) you have read or had read this entire consent form, (2) have had all your questions answered, and (3) agree to participate in this research.

_____	_____	_____
Name of Participant	Signature	Date
_____	_____	_____
Name of Researcher	Signature	Date

Please sign both copies: keep one and return one to the researcher.

If you have any more questions or problems about your rights, please call or write to:

Chairperson, Institutional Review Board

University of Georgia

Athens, Georgia 30602

Telephone: (706)-542-3199

Email: IRB@uga.edu

If you experience any negative thoughts or emotions while completing the survey, please consult

Counseling and Psychiatric Services (CAPS) at UGA.

Counseling and Psychiatric Services (CAPS)

55 Carlton Street

Athens, Georgia 30602

(706) 542-2273

APPENDIX D
INTERVIEW GUIDE

Topics	Prompt	
	Ethnographic	Phenomenological Probe
<i>Power and Sport</i>	Please describe your connection to sport. This can include your background as well as specific memories.	You mentioned can you elaborate more on that?
	How does this relate to your interest in pursuing a degree in Sport Management?	
<i>Biopolitics and Sport Management Internships</i>	Tell me about your internship from the beginning - when you started to find one - all the way to end.	
	Any specific memories in which you really learned something useful?	Why did you consider that useful?
		You mentioned can you elaborate a bit more?
	Any specific memories that were frustrating?	Why do you think impacted you the way it did?
		You mentioned can you elaborate a bit more?
	Did you have an on-site supervisor? If so, what was that like?	You mentioned can you elaborate a bit more?

Did you have a program coordinator?
If so, what was that like?

You mentioned can
you elaborate a bit more?

Could you evaluate your internship
site upon completion?

*Governmentality and
Sport Management
Internships*

How was it managing the logistics of
an internship such as housing,
transportation, food and so on.

You mentioned can
you go into a bit more
detail?

Did you have any experiences that left
you questioning yourself while
completing your internship? Like, I do
not want to do this anymore.

How did you respond?

Why?

You mentioned can
you go into a bit more
detail?

Did you yourself feeling any
discrimination or harassment while
completing your internship? Or, are
you aware of it happening to someone
else?

How did you respond?

Why?

You mentioned Can
you go into more detail?

What was the goal of the internship?

Why was that a goal for
you?

How did you come to set
this goal for yourself?
