

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

SPMT 304 - 002
Sport, Culture and Society (3)
Spring 2012

DAY/TIME:	TR 9:00 a.m. - 10:15 a.m	LOCATION:	Thompson Hall L004
PROFESSOR:	Sasha Sutherland	EMAIL ADDRESS:	ssutherland@gmu.edu
OFFICE LOCATION:	TBA	PHONE NUMBER:	703-993-2061
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COURSE DESCRIPTION

This course explores the roles of sport in American society. The roles of sport in international communities will also be referenced, with particular emphasis on the Caribbean, Asia, and Latin America. Students will be encouraged to examine the links between sports, culture, social organization and social change.

COURSE OBJECTIVES

At the end of the course students will be able to

1. define sport within a sociological and cultural context
2. explain the history(ies) of sport
3. analyze the role of socialization, politics, gender, race and nationalism etc. in developing theories about sport
4. describe the relationships between sport, deviant behavior, aggression and violence
5. examine the importance of economics and sports
6. analyze the relevance of the media within sport
7. evaluate the importance of competition, co-operation, tolerance and social change to an understanding of sport

COURSE OVERVIEW

Students will explore the nature of sport within American societies, and analyse the roles of social institutions and processes on the development of particular sports. They will examine sports within theoretical constructs of culture, embodiment, interaction and structure. The course will run as a seminar in which students are expected to complete assigned readings prior to class, and engage in class discussions. Internet resources and film clips will also be used.

NATURE OF COURSE DELIVERY

Face to face, seminar presentations and field visits where applicable.

REQUIRED READINGS

Texts

Coakley, J. (2009). *Sports in Society: Issues and Controversies* (10th ed.) Boston: McGraw-Hill.

Articles

Other assigned articles available via the E-Journals collection at Mason or delivered by the instructor.

Films (In Class)

PRESENTATIONS

Students will select and research a topic covered during the course of the semester. Topics are to be submitted to the instructor by March 6, 2012 for approval and must include relevant examples in sports. Groups will present their findings, thoughts etc to the class on their assigned date. Presentations will be no longer than 20 minutes. Group must be prepared to field questions from their peers. A written presentation must be submitted to the instructor on the day of the presentation and must include the names of all group members who have contributed to the presentation.

NOTE: this is a group effort and anyone who does not contribute to the group work will be penalized. No late presentations or papers will be accepted without a valid reason for exemption.

RECOMMENDED READINGS

Texts

James, CLR (2005) *Beyond a Boundary* London: Yellow Jersey Press

Rader, Benjamin G. (1992) *Baseball: A History of America's Game USA*: University of Illinois Press

ASSESSMENT

This course will be assessed as indicated below and grades received will count toward your final grade.

Class Participation	15%
Group Research Presentation	20%
Mid Term Examination	25%
Final Examination	40%
TOTAL	100%

GRADING SCALE

A+ = 97 – 100	B+ = 87 – 89	C+ = 77 – 79	D = 60 – 69
A = 93 – 96	B = 83 – 86	C = 73 – 76	F = 0 – 59
A- = 90 – 92	B- = 80 – 82	C- = 70 – 72	

TENTATIVE COURSE SCHEDULE

DATE		TOPIC	READINGS/ASSIGNMENT DUE
	T	T	Sports in Society by Jay Coakley
January	24	26	Introduction and Course Overview
	31		The Sociology of Sport and Defining Sport <i>Chapter 1</i>
February		2	History of Sport and Sport Theory & Research <i>Chapters 3 and 2</i>
	7	9	Sports and Socialization <i>Chapters 4 and 5</i>
	14	16	Sports and Children <i>In class film (14th) Group Meetings (16th no</i>
February	21	23	Deviant Behaviour and Sports <i>Chapter 6</i>
	28	29	Aggression and Sports <i>Chapter 7</i>
March	6	8	Gender and Sports <i>Chapter 8 and Presentation Topics Due</i>
	20	22	Race and Sports <i>Chapter 9</i>
	27	29	Social Class and Sports <i>Chapter 10</i>
April	3	5	Economics and Sports <i>Chapter 11 and Mid Term Exam</i>
	10	12	Sports and the Media/Sports and Politics <i>Chapter 12 and Chapter 13</i>
	17	19	Sports and Education/Sports and Religion <i>Chapter 14 and Chapter 15</i>
	24	26	Sports and the Future <i>Chapter 16 and In Class Film</i>
May	1	3	<i>Group Presentations and Written Findings (1500 words)</i>
	15		Final Exam (Tentative)

Note: Faculty reserves the right to alter the schedule as necessary.

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

