

**GEORGE MASON UNIVERSITY**  
**School of Recreation, Health, and Tourism**

**SPMT 555 – The Australian Model of Sport (3)**  
**Fall 2012**

DAY/TIME:	Th 4:30 – 7:10pm	LOCATION:	Robinson B202
PROFESSOR:	Professor John Nauright	EMAIL ADDRESS:	jnaurigh@gmu.edu
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**PREREQUISITE:** Graduate standing or permission of instructor.

**COURSE DESCRIPTION**

This course examines the Australian model of sport which has been adopted in many countries. Analyzes government sport policy and the organization and administration of Australian professional sports.

**COURSE OBJECTIVES**

At the completion of this course students should be able to:

1. Demonstrate how sport and recreation developed in the context of Australian society's social and historical development.
2. Demonstrate an understanding of Australia's particular affinity with the water and the beach.
3. Identify unique characteristics of Australian sports organization and culture.
4. Present analysis of Australian sporting policies and how and why they have changed over time.
5. Present the relationship of the above-mentioned phenomenon with broader developments in the global context.
6. Identify key costs and benefits of sport and recreation to Australian Society, with a particular understanding of the impact of the Sydney 2000 Olympic Games.

**COURSE OVERVIEW**

Secondary readings, lectures, and discussions will be utilized to analyze such topics as the development of modern sport and recreational activities in the context of Australian historical development. Organization, marketing, government involvement, and cultural significance of sports in Australian society will be examined with particular reference to the Beach and to Sydney 2000. Comparisons of the development of sport between Australia and New Zealand will also be made. Finally, the impact of Australian elite sports reforms of the 1980s and 1990s on international sports organization will be examined.

**REQUIRED READINGS**

Textbooks:

- Booth, D. (2001). *Australian Beach Cultures: The History of Sun, Sand and Surf*. London: Routledge.
- Cashman, R. (2010). *Paradise of Sport: A History of Australian Sport*. New Edition. Sydney: Walla Walla Press.
- Macintyre, S. (2009). *A Concise History of Australia*. 3<sup>rd</sup> Edition. Cambridge: Cambridge University Press.
- Mangan, J.A. & Nauright, J. eds. (2000). *Sport in Australasian Society: Past and Present*. London: Frank Cass Press (now Routledge).

Articles available via GMU Libraries (others may be assigned via GMU Libraries)

- Adair, D., Phillips, M. & Nauright, J. (1997). Sporting manhood in Australia: Test cricket, rugby football, and the imperial connection, 1878-1918. *Sport History Review*, 28(1), 46-60.
- Booth, D. & Tatz, C. (1994). Swimming with the big boys?: The politics of Sydney's 2000 Olympic bid. *Sporting Traditions*, 11(1), 3-23. Copy available on-line at [www.la84foundation.org](http://www.la84foundation.org).
- Brabazon, T. (1998). What's the story morning glory?: Perth Glory and the imagining of Englishness. *Sporting Traditions*, 14(2), 53-66. Copy available on-line at [www.la84foundation.org](http://www.la84foundation.org).
- Carle, A. & Nauright, J. (1999). A man's game? Women playing rugby union in Australia. *Football Studies*, 2(1), 55-73.
- Nauright, J. (1991). Sport, manhood and empire: British responses to the New Zealand rugby tour of 1905. *International Journal of the History of Sport*, 8(2), 239-55.
- Nauright, J. & Broomhall, J. (1994). 'A woman's game': The development of netball and a female sporting culture in New Zealand 1906-70. *International Journal of the History of Sport*, 11(3), 387-407.
- Nauright, J. & Phillips, M.G. (1997). Us and them: Australian professional sport and resistance to North American ownership and marketing models. *Sport Marketing Quarterly*, 6(1), 33-39.
- Phillips, M.G. & Nauright, J. (1999). Sports fan movements to save suburban-based teams threatened with amalgamation in different football codes in Australia. *International Sports Studies*, 17(1), 23-38. Copy available on-line at [www.la84foundation.org](http://www.la84foundation.org).
- Topp, D. & Nauright, J. (2004). Sport, community, class and religion: Rugby league and cultural identity in the Lockyer Valley, Queensland, *Sporting Traditions*, 21(1), 53-65.

## EVALUATION

This course will be graded on a point system.

Requirements	Points
Case Study Paper	15
Research Paper	40
Exam	25
Participation and Discussion Presentations	<u>20</u>
TOTAL	100

## Grading Scale

A+ = 97 – 100	B+ = 88 – 89	C = 70 – 79
A = 93 – 96	B = 83 – 87	F = 0 – 69
A- = 90 – 92	B- = 80 – 82	

## TENTATIVE COURSE SCHEDULE

DATE			TOPIC	READINGS/ASSIGNMENT DUE
	August	29	Syllabus, Requirements and Introduction to Australia and New Zealand	
M	September	10	From Dreaming to Gold: The Making of "Australia"	Macintyre, pp. 1-121; Cashman, pp. 1-25; Mangan, pp. 1-8
M	September	17	The British Inheritance	Mangan, pp. 11-48; Cashman, pp. 1-25; Adair et. al; Mangan, pp. 142-163

DATE			TOPIC	READINGS/ASSIGNMENT DUE
M	September	24	Nation Building, Wars, Phar Lap, Bodyline and Bradman	Macintyre, pp. 122-199; Cashman, pp. 26-56; Mangan, pp. 65-141
M	October	1	Ka Mate!: From New Zealand to Aotearoa. The New Zealand All Blacks, Rugby, and Society	Nauright (1991); Mangan, pp. 255-277.
M	October	9	Tyranny of Distance, Community and Sport Cultures	Cashman, pp. 72-87; Topp & Nauright
M	October	15	The Golden Age: 1945-1974	Macintyre, pp. 200-242; Cashman, pp. 88-96, 117-130; Mangan, pp. 206-224
M	October	22	Bodies, Boards and Beaches: Australian Beach	Booth text
M	October	29	The Emergence of Women's Sport	Cashman, pp. 57-71; Mangan, pp. 49-64, 188-205; Carle & Nauright; Nauright & Broomhall
M	November	5	1976, 1981 and beyond: Crisis and Change in Australia and New Zealand	Macintyre, pp. 243-301; Cashman, pp. 96-116, 159-174; Mangan, pp. 225-277
M	November	12	Sport and the Global South Conference (12-14)	Attend a conference session
M	November	19	Crises Continued and Sydney 2000 and Australian Society	Booth & Tatz; Mangan, pp. 305-322; Nauright & Phillips; Phillips & Nauright; Brabazon
M	November	26	Australia: Beyond Sydney 2000 and Beyond Australia	Cashman, pp. 175-193; Mangan, 278-304
M	December	3	Research Presentations	Research project submission
M	December	17	Exam	

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

### *Student Expectations*

- 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 [ <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 & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>