

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

SPMT 440 DL1 – Global Perspectives in Sport
Spring 2014

DAY/TIME:	Distance Learning	LOCATION:	Distance Learning
PROFESSOR:	Kelsey Moore	EMAIL:	Kmoore15@ gmu.edu
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PREREQUISITES: SPMT 201 and completion of 60 hours.

COURSE DESCRIPTION:

This course is an interdisciplinary examination of sport as a global phenomenon. Historical, cultural, economic and governance perspectives are considered.

COURSE OBJECTIVES:

1. Analyze and understand the history and cultural significance of international sport.
2. Examine the role of sport in global politics.
3. Examine how global politics impacts international sport operations.
4. Explore sport based cultures in societies outside the United States.
5. Examine the various models of sport organization and governance internationally.
6. Explore the role of the media in international sport.
7. Examine the ways in which international sport is managed and marketed.
8. Understand the role of sport in economic development.

NATURE OF COURSE DELIVERY: Online

COURSE OVERVIEW:

The learning experiences in this course are afforded through readings, online discussions and film and video material. The course relies heavily on participatory online discussion as well as individual & collaborative learning. The following requirements reflect the demands of the course. Students will be expected to respect the following policies:

- 1) Official e-mail communications from the instructor will be sent to students' GMU-assigned e-mail addresses. Students are responsible to check their e-mail inbox and to ensure that there is room to receive incoming correspondence.
- 2) The entire course will rely on the use of Blackboard for assignments, discussion and exams.
- 3) Participation in weekly blog reflection is required and is an essential part of class.
- 4) Assignments will be due on the date posted at **midnight EST** of that date.
- 5) There will be no make-up exams/assignments given without a valid university excuse. The instructor should be notified 24 hours in advance. The excuse must be written and documented. Arrangements for approved make-up exams and assignments should be initiated by the student with the instructor.
- 6) Students will abide by the **George Mason Honor Code**, guided by the spirit of academic integrity.

REQUIRED MATERIALS:

Texts

Li, M., McIntosh, E., & Bravo, G. (2011). *International Sport Management*. Human Kinetics.

Foer, F. (2004). *How Soccer Explains the World: An unlikely theory of globalization*. NY: HarperCollins.

Articles (all available via Blackboard)

- Agur, C. (2013). A foreign field no longer: India, the IPL, and the global business of cricket. *Journal of Asian and African Studies*, 48(5): 541-556.
- Campbell, R. (2011). Staging globalization for national projects: Global sport markets and elite athletic transnational labor in Qatar. *International Review for the Sociology of Sport*, 46: 45-60.
- Coalter, F. (2010). Sport-for-development: going beyond the boundary? *Sport in Society*, 13 (9): 1374-1391.
- Gaffney, C. (2009). Stadiums and Society in twenty-first century Buenos Aires. *Soccer and Society*, 10(2): 160-182.
- Gilmour, C. & Rowe, D. (2012). Sport in Malaysia: national imperative and Western seductions. *Sociology of Sport Journal*, 29: 485-505.
- Kaplanidou, K. & Karadakis, K. (2010). Understanding the Legacies of a Host Olympic City: The Case of the 2010 Vancouver Olympic Games. *Sport Marketing Quarterly*, 19: 110-117.
- Midgett, D. (2003). Cricket and Calypso: Cultural representation and social history in the West Indies. *Sport and Society*, 6(2-3): 239-268.
- Norman, M. (2012). Saturday Night's Alright for Tweeting: Cultural citizenship, collective discussion, and the new media consumption/production of *Hockey Day in Canada*. *Sociology of Sport Journal*, 29 (3): 306-324.
- Park, J., Lim, S., & Bretherton, P. (2012). Exploring the truth: A critical approach to the success of Korean elite sport. *Journal of Sport and Social Issues*, 36(3): 245-267.
- Skille, E. (2011). Sport for all in Scandinavia: sport policy and participation in Norway, Sweden and Denmark. *International Journal of Sport Policy and Politics*, 3 (3): 327-339.

Films

- 1) Fire in Babylon
- 2) The Two Escobars (ESPN 30 for 30 film)
- 3) VICE Episode 8 (HBO series)

*Supplemental required readings may be assigned on a weekly basis.

EVALUATION:

Participation (20%) – Blog reflections will take place weekly and be based on the week's content (readings, videos, PowerPoints). These posts will be graded based on the blog reflection rubric posted on Blackboard.

Journal Entries (10%) – Journal entries will be assigned throughout the semester and will be only viewed by the individual student and the instructor (not seen by the rest of the class). These entries will be a way for the student to display their understanding of course content.

Article Review (10%) – Students will select an article from any media source that considers a contemporary global sport topic of interest. Topics may span sports (cricket, hockey, tennis, etc.) as well as fields (marketing, finance, development, governance, socio-political, technology, venue design, etc.). Summarize the article in no more than 2 pages by identifying the issue and analyzing its significance. Be sure to include the link to the actual article. Be prepared to discuss the article and your analysis in a blog discussion post.

Midterm Exam (20%) – This exam will cover all class content (readings, assignments, PowerPoints, films, discussion) that has been presented up to the Midterm Exam date.

Final Exam (20%) - This exam will cover all class content (readings, assignments, PowerPoints, films, discussion) that has been presented AFTER the midterm exam. The Final Exam will NOT be cumulative, but will cover the content from the second portion of the class.

Research Paper and Presentation (20%) - Students will select and research an appropriate global sport related topic as outlined by the instructor. Topics are to be submitted to the instructor via email by April 5th for approval and should focus on an appropriate sport related topic situated outside the United States. Topics may focus on marketing, finance, governance, culture, politics, facilities, current issues and/or controversies (e.g. 2014 World Cup in Brazil, doping in cycling etc.), or international or regional sport organizations (WADA, ICC, UEFA, etc.). Formal research papers are to be submitted to the instructor by May 8th. Papers should be in APA format, must be between 3,000-4,000 words in length (excluding title & reference page), and utilize a minimum of 4 scholarly sources (books, book chapters, journal articles). Research papers will be presented through a live online presentation session (date TBD). Late presentations and papers will not be accepted.

GRADING SCALE:

A = 94-100 B+ = 88-89 C+ = 78-79 D = 60-69
 A- = 90-93 B = 84-87 C = 74-77 F = 0-59
 B- = 80-83 C- = 70-73

TENTATIVE COURSE SCHEDULE:

NOTE: SCHEDULE SUBJECT TO CHANGE BY INSTRUCTOR

*L/M/B = Li, McIntosh, Bravo textbook

**F= Foer Book

Module/ Week	Dates	Topic/Assignments/ Exams	Readings	Film	PowerPoint
1	Jan. 21-25	Introduction Course Overview			
2	Jan. 26 – Feb. 1	Global Sport Intro North America	L/M/B Ch. 1-4, 19-22 F Ch. 10 Norman article		YES
3	Feb. 2 – Feb. 8	Latin America	L/M/B Ch. 5 F Ch. 5 Gaffney article	<i>The Two Escobars</i>	YES
4	Feb. 9 - 15	Caribbean	Midgett article	<i>Fire In Babylon</i>	YES
5	Feb. 16-22	Europe	L/M/B Ch. 6 F Ch. 1, 2, 7, 8		YES
6	Feb. 23 – Mar. 1	Europe PED/doping in sport	Skille article *doping article TBD*		YES
7	Mar. 2 – Mar. 8	Exam 1			
	Mar. 9 - 15	SPRING BREAK			
8	Mar. 16 - 22	South, Southeast Asia/Oceania	L/M/B Ch. 8 Gilmour & Rowe article Agur article		YES
9	Mar. 23 - 29	Northeast Asia	L/M/B Ch. 9 Park, Lim, Bretherton article		YES
10	Mar. 30 – Apr. 5	Current Events Article Review Due			
11	Apr. 6 - 12	Africa/Middle East Final Paper Topic Due	L/M/B Ch. 7 F Ch. 6, 9 Campbell article	<i>Fighting Chances</i> (VICE Episode)	YES

12	Apr. 13 - 19	Sport and Development	L/M/B Ch. 16 Coalter article		YES
13	Apr. 20 - 26	Olympics/Mega events	L/M/B Ch. 10, 14 Kaplanidou & Karadakis article		YES
14	Apr. 27 – May 3	Exam 2			
15	May 4 - 10	Presentations Research Papers Due			

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- 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/policies/responsible-use-of-computing/>].
- 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.

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.