

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism

PHED 340-001 Social and Cultural Issues in Physical Education (3)  
Spring 2016

DAY/TIME:	MW, 9-10:15	LOCATION:	BRH 258
PROFESSOR:	Dr. Matthew Ferry	EMAIL ADDRESS:	mferry2@gmu.edu
OFFICE LOCATION:	BRH 204	PHONE NUMBER:	703-993-2026
OFFICE HOURS:	MW, 10:30-12:30	FAX NUMBER:	703-993-2025

#### PREREQUISITES

None

#### COURSE DESCRIPTION

Studies contemporary and historical perspectives on socio-cultural and philosophical issues that influence American public schooling and physical education teacher preparation, including race, culture, ethnicity, nationality, globalization, socioeconomic status, gender, sexuality, ability, obesity, and urbanization.

#### COURSE OBJECTIVES

The students will be able to:

1. Explain the role of social philosophy in learning and teaching.
2. Identify and articulate their personal philosophy for education and physical education.
3. Describe the history of the United States, and Northern Virginia area, and study how it affects students and teachers in schools.
4. Discuss the many facets of culturally responsive teaching.
5. Explain gender as a social category, and how it functions in school.
6. Describe how issues of sexuality influence the school experiences of gay/lesbian as well as straight students and teachers.
7. Explain diverse learners, parents, and communities.
8. Identify classist, racist, sexist, and other oppressive practices in public schooling, and devise strategies for working against those practices to create safe, equitable, and empowering classrooms for all children.
9. Reflect on their past and describe how it influences their perspectives on the world.

#### COURSE OVERVIEW

This course is focused on providing future physical education teachers with the opportunity to reflect on and understand how various social and cultural issues (e.g. race, culture, ethnicity, nationality, globalization, socioeconomic status, gender, sexuality, ability, and urbanization) affect the schooling and physical education experiences of youth. As a result of this course teachers will have a foundational understanding and conceptual template from which to develop and refine their teaching and curriculum so as to provide learning experiences that are safe, equitable, and meaningful to *all students*, especially those who have been previously and/or are currently marginalized.

Students are held to the standards of the George Mason University Honor Code. You are expected to attend all class sections, actively participate in class discussions, complete in-class exercises and fulfill

all assignments. Assignments must be turned in at the beginning of class on the specified date due or **no credit will be given**.

Further, upon completion of this course, students will meet the following professional accreditation standards:

### NASPE National Standards

This course will have a focused eye on helping students understand the value and importance of Standard 5 of the National Standards for Physical Education as published by the National Association for Sport and Physical Education

Standard 5-Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

It is the perspective of the instructor, as grounded in the research literature (e.g. Tischler & McCaughtry, 2011; Flory & McCaughtry 2011; Ferry, McCaughtry, & Kulinna, 2011), that all of the remaining NASPE standards are unlikely to be addressed and/or met *by all students* unless teachers are aware of and sensitive to the marginalizing and damaging experience students of various ‘minorities’ (ability, masculinity, etc.) have endured historically.

### NCATE/NASPE National Initial Teacher Certification Standards

#### *1 Scientific and Theoretical Knowledge*

-The research and theory utilized in this course is designed to address Element 1.4: Identify historical, philosophical, and social perspectives of physical education issues and legislation.

#### *3 Planning and Implementation*

-This course and the attention paid to historically/contemporarily marginalized groups addresses Element 3.4: Plan for and manage resources to provide active, fair, and equitable learning experiences. 3.5: Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities. And 3.6: Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.

#### *6 Professionalism*

-The undergirding focus on an equitable education for all students regardless of social positionality is essential to demonstrating professional behavior in classes that are populated by heterogeneous and diverse learners, and thus addresses elements: 6.1: Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals. 6.2: Participate in activities that enhance collaboration and lead to professional growth and development. 6.3: Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers. 6.4: Communicate in ways that convey respect and sensitivity.

### College of Education and Human Development Core Values

#### *Social Justice*

-It is also the perspective of the instructor that there is currently no course in the health and physical education teacher education program that *explicitly* deals with issues of social justice. This course provides an increased focus to the PHED program’s demonstration of this core value.

#### *Innovation and Research Based Practice*

-In recent years and in increasing numbers pedagogy research articles published in the top physical education journals (Research Quarterly for Exercise and Sport, Journal of Teaching in Physical Education, Physical Education and Sport Pedagogy, and Sport, Education and Society) have been unambiguously done from a critical and social and cultural perspective. Much of this research represents the “cutting edge” of our field and makes this course innovative.

### *Ethical Leadership*

-Students who learn to understand, empathize, and subsequently create educational spaces that are just and equitable are demonstrating ethical leadership.

### REQUIRED READINGS

1. Ozlem, S. & DiAngelo, R. (2012). *Is everyone really equal: An introduction to key concepts in social justice education*. Teachers College Press: New York
2. Howard, G.R. (2006). *We can't teach what we don't know*. Teachers College Press: New York.
3. Instructor will provide additional readings.

### EVALUATION

#### **Assignments:**

1. Preparation/Participation/Reflection – 280 points (23 classes @ 10 points/class, 10 Reflections @ 5 points/reflection)

Each class period, a preparation/participation rating scale will be completed to evaluate each student's preparedness and contribution to the class period. These ratings are meant to encourage students to keep pace with their learning (e.g., complete readings, have paper drafts due, etc.) and contribute to the social construction of knowledge in the course. The rating scale will include professor ratings (4 points) and student self-ratings (6 points). At the end of each class period, students will complete self-ratings of their readiness and contributions to the learning environment, which will later be combined with the professor ratings to form a class period rating. Students will also complete weekly reflection papers based on the topic of conversation from the prior week and will be 1-1 ½ pages in length. Each reflection is worth 5 points and will be graded by the instructor.

2. Personal Social and Cultural Biography Paper (1000 words) – 100 points

Students will spend time critically reflecting on their personal biography through the lens of their own social and cultural positionalities, and how socialization in these ways has and continues to inform their views with respect to a career as a physical educator.

3. Midterm Philosophical Platform (1000 words) – 100 points

Students will create a philosophical platform covering the content of the course readings at the halfway point in the course. Building from their social and cultural biography, students will contemplate and discuss how course readings to this point are informing their views as to what it means to be a socially conscious physical educator.

4. Final Philosophical Platform (2500 words) – 200 points

Students will be given directions for the final philosophical platform at the midpoint in the semester. Students will have five weeks to submit a first draft, and two weeks to integrate professor feedback for the final submission. Building from the personal social and cultural biography paper, the midterm philosophical platform, and further course reading, discussion, and activities, students will more fully develop a working philosophical platform for how they will conduct their work as a socially conscious physical educator.

5. Final Presentation - 100 points

Using a Powerpoint slideshow, students will formally present a small portion (maximum 5 minutes) of their final philosophical platform during the final exam class.

\*All assignments will be explained in further detail in assignment overviews provided by the instructor.

#### **Grading System:**

Preparation/participation/reflection	280
Personal Biography Paper	100
Midterm Philosophical Platform	100
Final Philosophical Platform	200
Final Presentation	<u>100</u>
	780

### 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	

### Class Schedule:

<u>Date</u>	<u>Topic and Assignments Due</u>
Jan 20	Course introductions and syllabus
Jan 25/27	Social Justice and Education Social Justice and Education <b>Personal Social and Cultural Biography Paper: 1/27</b>
Feb 1/3	Race and Education <b>Reflection 1 Due: 2/3</b>
Feb 8/10	Race and Education/TBD
Feb 15/17	Social Class in Education/PE <b>Reflection 2 Due: 2/17</b>
Feb 22/24	Culture/Ethnicity/Urban/Metropolitan PE <b>Reflection 3 Due: 2/24</b>
Feb 29/Mar 2	Gender: Education and PE <b>Reflection 4 Due: 3/2</b>
Mar 7/9	<b>SPRING BREAK: NO CLASS</b>
Mar 14/16	Gender and PE
Mar 21/23	In-Class Writing <b>Midterm Exam/Philosophical Platform: 3/23</b> <b>Final Philosophical Paper Assigned: 3/23</b>
Mar 28/30	Sexuality and PE <b>Reflection 5 Due: 3/30</b>
April 4/6	Obesity and PE <b>Reflection 6 Due: 4/6</b>
April 11/13	Fitness Testing/Ability in PE
April 18/20	Retrospective and Public Views of School PE <b>Reflection 7 Due: 4/20</b>
April 25/27	Curricular Diversity

**Reflection 8 Due: 4/25**  
**Final Philosophical Platform, First Draft Due: 4/27**

May 2/4

Muslim (Girls) and School PE  
**Reflection 9 Due: 5/4**

**Reflection 10, Final Philosophical Platform, Presentations Due: Monday May 9, 7:30-10:15**

Note: Faculty reserves the right to alter schedule/nature of content and evaluation.

Note: This is a Writing Intensive course

This course fulfills the Writing Intensive requirement in the PHED major. It does so through the 1000 word paper on one's personal and social and cultural biography paper, which is due 9/4, the 1000 word philosophical platform which is due 10/23, and the 2500-word final philosophical platform which is due 11/25 and then again 12/16. All papers will be completed through a draft/feedback/revision process to be explained on outlines provided in class and posted to Blackboard.

*Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor [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.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

*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/>].

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

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.

