

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism

SPMT 318—001—Diversity and Inclusion Issues in Sport (3)  
Spring 2016

DAY/TIME:	MW 12:00 pm - 1:15 pm	LOCATION:	Finley Building 114
PROFESSOR:	Dr. Jacqueline McDowell	EMAIL ADDRESS:	<a href="mailto:jmcdowe7@gmu.edu">jmcdowe7@gmu.edu</a> (preferred method)
OFFICE LOCATION:	PW – Bull Run Hall Room: 201 E	PHONE NUMBER:	(703) 993-7088
OFFICE HOURS:	MW 10:30 am to 11:30 am RAC Rotc Suite and by appointment	FAX NUMBER:	703.993.2025

### PREREQUISITES/COREQUISITES

None

### COURSE DESCRIPTION

Focuses on sport participant and employee diversity and inclusive practices; and how differences based on religion, disability, socioeconomic class, sex, gender, sexual orientation and racial hierarchies impacts historical and current sport experiences and outcomes.

### COURSE OBJECTIVES

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

1. critically compare and contrast the concepts of diversity, equity, and climate, and the impact they all have on groups and individuals in sport organizations and the broader society;
2. discuss managerial, sociological, and social psychological theories used to study diversity;
3. describe how demographic differences and socialization influence access to sport participation, decisions about playing sports, and the way in which sports are integrated into everyday life;
4. describe the basic tenets and aspects of prejudice, stereotyping, and discrimination and how they effect individuals' experiences in sport;
5. recognize and discuss the effects of diversity in the management of sport;
6. identify strategies that can be used to manage diverse groups and increase underrepresented groups leadership representation;

### COURSE OVERVIEW

- It is of utmost importance that each student fully participates in this course by: 1) attending class on a regular basis, 2) doing the assigned readings and other assigned activities before and during class, and 3) being reflective and critical during and after class discussions and dialogue.
- Assignments will be completed at the beginning of class. No late work is accepted in this course; hence if you have an unexcused absence for class you will miss your opportunity to complete the assignment. If you arrive late while the assignment is being completed, you will be allowed to complete the assignment, but will not receive extended time. Only those excused absences supported by documentation will be addressed at the instructor's discretion on an individual basis (e.g. a physician's note for an illness). Alternative work due to intercollegiate athletic competitions or other legitimate university activity must be arranged **PRIOR** to the missed class period.

- You have three days after a graded assignment or exam has been returned to contact the professor to contest the grade. After three days, only the content of the graded assignment or exam can be discussed. If you have an unexcused absence on the day that an assignment or exam is returned, contact the professor ASAP to receive the assignment, as the three day contact period starts when the assignment was returned in class. For excused absences, the three day contact period starts when the student receives the assignment.
- I expect you to uphold the highest ethical standards and academic integrity. This includes refraining from cheating, fabrication, and plagiarism.
- Cell phone usage, working on assignments for other courses, reading newspapers or books, playing computer games, and sleeping will not be tolerated. If you participate in such behaviors, you will be asked to stop the behavior and/or asked to leave the class.
- Email is an official means of communication. As such, you are expected to follow simple guidelines of professionalism. You should: (a) use a subject line that is relevant to your message; (b) clearly state your question or concern; (c) use standard English and complete sentences, as opposed to using abbreviations and texting-style communications; (d) include a signature block containing your name, phone number, and email address; and (e) proofread your email prior to sending it.

### **NATURE OF COURSE DELIVERY**

Face to face

This class will place a heavy emphasis on critical dialogue and discussion. Class discussions will be centered on the assigned readings and other outside readings, the experiences and insights of the instructor and students, and critical questions posed by the instructor and the students.

### **REQUIRED READINGS**

Cunningham, G. B. (2015). Diversity & Inclusion in Sport Organizations (3<sup>rd</sup> edition). Scottsdale, AZ: Holcomb Hathaway, Publishers.

Other readings for the class including book chapters and journal articles will be provided throughout the semester and will be available on Blackboard (mymason.gmu.edu.). Please make your own hard copies of the supplemental readings required for this course.

### **EVALUATION**

This course will be graded on a percentage system, with a total of 100% possible.

<b>REQUIREMENTS</b>	<b>Percent</b>
<b>IN-CLASS QUIZZES</b> Students will take quizzes on the assigned readings. The quizzes will be multiple choice, true/false, and/or short answer and will cover the key points from each assigned reading. These quizzes will serve as the basis of our class discussions for the day's topic.	20%
<b>EXAMS</b> The midterm (25%) and final exam (35%) are designed to test students' knowledge of the assigned readings and course notes for the first and second halves of the course material. The exams will consist primarily of short answer questions, but multiple choice, true/false, and fill-in-the-blank questions may be included.	60%

<b>ASSIGNMENTS</b> In-class and out of class assignments will be completed to enhance students understanding and experience of course information. Homework 1: Pie Chart Homework 2: 1943 Hiring Guide Discussion Questions Homework 3: Video Diary (15%) - Students will record a video consisting of pictures, videos, and recordings of their experience in a wheelchair.	20%
<b>Total</b>	100%

### 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	

The instructor is solely responsible for assigning grades. As such, the instructor reserves the right to assess student performance in each of the categories identified in the EVALUATION section of this syllabus. Student non-compliance with stated academic expectations will result in a '0' for the associated evaluation.

### TENTATIVE COURSE OUTLINE

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

DATE		TOPIC	ASSIGNED READING (S)
January	20	Introduction to class; expectations, policies and learning assessments; safety rules	
	25	Overview of Diversity and Inclusion	Cunningham, G. (2015). Chapter 1 Homework Due: Your Pie Chart
	27	Theoretical Tenets of Diversity and Inclusion	Cunningham, G. (2015). Chapter 2
February	1	Stereotypes, Prejudice, and Discrimination  Activity: Hello, I am a/an _____	Cunningham, G. (2015). Chapter 3
February	3	Colorblind Racism: Racism without racists	None
	8	Race and Ethnicity Issues: Where are all the _____ leaders?	Cunningham, G. (2015). Chapter 4
	10	The Color of Sport: Why Do All the _____ Play _____?	Harrison, L, Lee, AM, Belcher, D. (1999). Race and gender differences in sport participation as a function of self-schema. <i>Journal of Sport &amp; Social Issues</i> , 23, 287-307.
	15	Then and Now: African Americans in Baseball	Ogden, D. C. & Hilt, M. L., (2003) Collective identity and basketball: An explanation for the decreasing number of African-Americans on America's baseball diamonds. <i>Journal of Leisure Research</i> , 35, 213-227.

DATE		TOPIC	ASSIGNED READING (S)
	17	Jueguen Bola! Latinos in Baseball	Sosa, J. & McDowell, J. (2011). Fan Perceptions of Latino Baseball Players and Their Influence on Overall Fan Satisfaction with Major League Baseball. <i>NINE: A Journal of Baseball History and Culture</i> , 20, 81-91.  Harkins, B. (2012, February 21). Is Baseball Turning Into Latin America's Game? NBC Sports. Retrieved from <a href="http://www.nbcsports.com/baseball/baseball-turning-latin-americas-game">http://www.nbcsports.com/baseball/baseball-turning-latin-americas-game</a>
February	22	Asians' Experiences in U.S. Sport	Huang, F. (2013). Globalization of Sport: The NBA's Diffusion in China. <i>The International Journal of the History of Sport</i> , 30, 267-284
	24	Native Americans' Sport Experiences	Rubinfeld, M. (2007). The mythical Jim Thorpe: re/presenting the twentieth century American Indian. In Ed. C.R. King, <i>Native American and Sport in North America: Other People's Game</i> (pp. 30-52).
	29	Native American Mascots  Film and Discussion: In Whose Honor?	None
March	2	<b>Midterm</b>	
	7	Spring Break	
	9	Spring Break	
	14	Sex and Gender Issues in Sport  Activity: Gender at work	Cunningham, G. (2015). Chapter 5  Homework Due: 1943 Hiring Guide Discussion Questions
	16	Don't Let Them Play: Women in Sports Before Title IX  Film: Throw Like A Girl: A Revolution In Women's Sports - The history of Title IX	McDowell, J., & Hoffman, J. (2012). Women's and gender issues in collegiate athletics. In G. Sailes (Ed.), <i>Sports in Higher Education: Issues and Controversies</i> . Cornell.
March	21	Let Them Play: Women in Sport After Title IX	McDowell, J., & Hoffman, J. (2012). Women's and gender issues in collegiate athletics. In G. Sailes (Ed.), <i>Sports in Higher Education: Issues and Controversies</i> . Cornell.
	23	Show Me The Money: Gender Pay Inequalities in Sport  Debate: Men and women should be paid the same vs. Men and women should not be paid the same	Debate Preparation

DATE		TOPIC	ASSIGNED READING (S)
	28	LBGT Issues  Film Clip: <a href="http://tedxtalks.ted.com/video/Beyond-the-Gender-Binary-Yee-Wo">http://tedxtalks.ted.com/video/Beyond-the-Gender-Binary-Yee-Wo</a> (10 min)	Cunningham, G. (2015). Chapter 10
	30	LBGT Issues  Film: Training Rules: No Drinking, No Drugs, No Lesbians (50 min)	None
April	4	Prove You're A Woman: The Politics of Sex Testing  Film Clip: What It's Like To Be Intersex	Schultz, J. (2014). Women's sport and questionable sex. <i>Qualifying times: points of change in U.S. women's sport</i> (pp. 103-121). Urbana, IL: University of Illinois Press
	6	Women's Sport Media Coverage  Film: Playing Unfair: The media image of the female athlete	TBD
	11	Women's Sport Media Coverage	None
	13	You Don't Belong In Here: Women Reporters in Men's Locker Rooms  Film: Let Them Wear Towels	None
	18	You Don't Belong In Here: Women Reporters in Men's Locker Rooms	Kane, M. J., & Disch, L. (2010). Sexual Violence and the Reproduction of Male Power in the Locker Room: The "Lisa Olson Incident." <i>Sociology of Sport Journal</i> , 10, 331-352.
	20	Religious Diversity	Cunningham, G. (2015). Chapter 9
	25	Religious Diversity	None
	27	Including Persons of all Mental and Physical Abilities	Cunningham, G. (2015). Chapter 7
May	2	Including Persons of all Mental and Physical Abilities	Homework Due: Video Diary of Wheelchair Experience
	9	Final Exam 10:30am – 1:15pm	

## STUDENT EXPECTATIONS

Always come to class with a positive attitude and try to have fun as you learn about yourself, others, and the topic at hand! Much of the value of the course will be generated from in-class discussion. As such, you are asked to prepare for discussion by reading assigned items (prior to class) and actively participate in the conversation.

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.

