

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

SPMT 620 - 001 – Ethical Issues in Global Sport (3)
Spring 2016

DAY/TIME:	Wed. 4:30-7:10	LOCATION:	Robinson A-246
PROFESSOR:	Dr. David K. Wiggins	EMAIL	dwiggin1@gmu.edu
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PREREQUISITE

Graduate Standing

COURSE DESCRIPTION

Investigates moral and political issues in sport and judgments about right and wrong behavior among organizations, athletes, coaches, spectators, and others at the global level.

COURSE OBJECTIVES

Students will be able to:

1. Understand the institution of sport and promotion of national ideology.
2. Explain the interconnection between American sport and international affairs.
3. Identify the relationship among ideological hegemony, the media, and sport.
4. Explain how sport has served as a site for agency, resistance, and transformation.
5. Demonstrate the legacy of gender and racial inequality in sport from a global perspective.
6. Understand the moral imperative of correct action in international sport.

COURSE OVERVIEW

This course examines moral and political issues in sport from a global perspective. The primary intent is to gain an understanding of the ethical dimensions of sport and the ideological role it plays in international affairs and athletic competitions. Secondary readings, lectures, and discussions will be utilized to analyze the above topics.

- 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.

NATURE OF COURSE DELIVERY

Seminar

PROFESSIONAL ASSOCIATION PRINCIPLES

Courses offered in the Sport and Recreation Studies (SRST) graduate program are guided by the principles of the Commission of Sport Management Accreditation (COSMA). COSMA (2010, p. 1) “bases its accrediting process on principles, rather than standards.” The eight recommended principles are:

- outcomes assessment;
- strategic planning;
- curriculum;
- faculty;
- scholarly and professional activities;
- resources;
- internal and external relationships; and
- educational innovation.

For more information, please see:

Commission of Sport Management Accreditation. *Accreditation principles and self study preparation*. COSMA - Home. Accessed November 23, 2013.
<http://cosmaweb.org/accredmanuals>.

REQUIRED TEXTS

Heather L. Dichter and Andrew L. Johns, eds., *Diplomatic Games: Sport, Statecraft, and International Relations Since 1945*. Lexington, KY: The University Press of Kentucky, 2014.

Scott Laderman, *Empire in Waves: A Political History of Surfing*. Berkeley: University of California Press, 2014.

Andrei S. Markovits and Lars Rensmann, *Gaming the World: How Sports Are Reshaping Global Politics and Culture*. Princeton, NJ: Princeton University Press, 2010.

ASSIGNMENTS

Annotated Bibliography	100 points
Participation and Discussion	100 points
Critiques	<u>100 points</u>
Total Points:	300 points

Grading Scale

A	= 270-300	F	= 0-209
B	= 240-269		
C	= 210-239		

Course Expectations:

- *Readings:* Students are expected to read the assigned material prior to the beginning of the class to which it is assigned. This is crucial for meaningful and informed discussions (which will be a very significant component of this course). Please bring assigned readings to class.
- *Discussions:* Students are expected to actively participate in class discussions. This requires that students come prepared to discuss the readings and issues or questions they raise in a respectful and intellectual manner.

- *Critiques*: Students are expected to provide the theme of the previous week's readings. In addition, they are to provide detailed analysis of both the strengths and weaknesses of the readings. Critiques should be approximately one page, double-spaced in length.
- *Annotated Bibliography*: Students are expected to complete an annotated bibliography of 25 articles and/or book chapters from edited anthologies that deal with moral and political issues in global sport. The articles must have been published in scholarly journals, including for example the Journal of Sport History, The International Journal of the History of Sport, Journal of Contemporary History, Cold War History, Diplomatic History, Olympika: The International Journal of Olympic Studies, Canadian Review of American Studies, and Sport History Review. The summary for each scholarly article and book chapter should be approximately half a page single-spaced and include the theme and what you view as its strengths and weaknesses.

COURSE SCHEDULE

Wednesday, January, 20	Syllabus, requirements, and overview
Wednesday, January, 27	Dichter and Johns, pp. 19-51. Laderman, pp. 8-40. Markovits and Rensmann, 1-42.
Wednesday, February 3	Dichter and Johns, pp.53-84. Laderman, pp. 40-60. Markovits and Rensmann, 43-106.
Wednesday, February 10	Dichter and Johns, pp. 85-114. Laderman, pp. 61-90. Markovits and Rensmann, pp. 107-156.
Wednesday, February 17	Dichter and Johns, pp. 117-149. Laderman, pp. 91-130. Markovits and Rensmann, pp. 157-206.
Wednesday, February 24	Out of Class Assignment-Work Individually on Annotated Bibliography
Wednesday, March 2	Dichter and Johns, pp. 151-182. Laderman, pp. 131-153. Markovits and Rensmann, pp. 207-270.
Wednesday, March 9	Spring Break
Wednesday, March 16	Dichter and Johns, pp. 183-214. Laderman, pp. 154-164. Markovits and Rensmann, pp. 271-315.
Wednesday, March 23	Dichter and Johns, pp. 217-249 and 251-296. Markovits and Rensmann, pp. 316-326.
Wednesday, March 30	Dichter and Johns, pp. 297-326 and 327-357. Selection of Outstanding Article (2)

Wednesday, April 6	Dichter and Johns, pp. 361-384 and 385-407. Selection of Outstanding Article (2)
Wednesday, April 13	Dichter and Johns, pp. 409-430 and 431-446. Selection of Outstanding Article (2)
Wednesday, April 20	Out of Class Assignment—Work Individually on Annotated Bibliography
Wednesday, April 27	Conclusion and Submission of Annotated Bibliography

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://oai.gmu.edu/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.