

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

SPMT 480-001 – The European Model of Sport (3)
Spring 2016

DAY/TIME:	9am - Friday, February 19 th 9am - Friday, February 26 th 9am - Friday, March 25 th	LOCATION:	Online (pre/post sessions) On Location 3/4 – 3/14
PROFESSOR	Dr. Christopher Atwater	EMAIL ADDRESS	catwater@gmu.edu
OFFICE LOCATION:	PW – Bull Run Hall Room: 223	PHONE NUMBER:	202-500-6279
OFFICE HOURS:	By Appointment	FAX NUMBER:	703-993-2025

PREREQUISITES

None.

COURSE DESCRIPTION

SPMT 480 – The European Model of Sport is a study abroad program that takes students on a seminar through Europe, giving them a unique firsthand experience in international sports. The course is designed to introduce students to the European model of sport management, marketing, and sports law; and to provide students with an understanding of the changing context for sport in a global society. Participants will attend lectures from European sport executives, conduct student workshops, participate in organized class discussions as well as activities, and tour sport facilities. The seminar covers four countries, to include Italy, France, Monaco and Spain.

Representatives of top international sport organizations will present a wide range of issues during the program. Topics will include the structure and characteristics of European sports, marketing and management in European sports, sports law, professional soccer, handball, etc.

COURSE OBJECTIVES

By the end of this course, the successful student will be able to:

1. Express their ideas to one another and to the instructor,
2. Create logical, consistent, clear arguments that he/she can defend,
3. Develop an ability to identify sport related issues in a different country/culture/ society,
4. Utilize skills in critical thinking and ethical decision making in the exploration of global sport issues,
5. Be able to separate opinion from fact in one's own and others' thinking and be able to express these differently,
6. Work together to generate reasonable alternatives and solutions to problems that exist in the world of sport in Europe,
7. Demonstrate an increased potential for contributing to the improvement of sports as a participating professional,
8. Gain an increased understanding of how sport operates in and acts on society in other cultures.

COURSE OVERVIEW

Unless otherwise noted, **all written papers will be submitted electronically via email.**

Assignments will be **due at the beginning of class** on the specified date due. **All written papers are to be submitted using WORD (with a .doc or .docx file extension) - .pdf or other formats are not permitted in this course. Papers received late will receive a 20% deduction in points per 24 hour period.**

INSTRUCTOR EXPECTATIONS

1. All assigned readings and assignments for each session are expected to be completed prior to attending.
2. All written assignments must be typed in APA format (computer word processing is recommended).
3. Attendance and participation is **REQUIRED**. Attendance will be monitored and attendance is defined as arriving on time for sessions and remaining in class.

CLASS ATTENDANCE

It enhances your academic success to be in every scheduled session both online and on location; therefore, you **MUST ATTEND ALL** scheduled sessions. Students are expected to attend the class periods of the courses for which they register and attend those classes **on time**. In-class participation is important not only to the individual student, but to the class as a whole. Because class participation is a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation.

PARTICIPATION

Respect the free exchange of thought in an academic environment and the participants therein. You are encouraged to a) feel free to openly and respectfully contribute your thoughts; b) listen actively to the comments of others; c) be punctual; d) ask any and all appropriate questions that you have; and e) maintain civility in your interpersonal communications. Class discussions will be conducted in a civil, informed fashion wherein disruptive students will be asked to leave the class. Your contributions are not only welcomed, they are essential.

ALTERNATIVE WORK

There is **NO** make-up work. 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 due date. A grade of '0' will be assigned to all missed work unless otherwise determined by the instructor. You are strongly encouraged to hand assignments in on time.

GRADING *There will be NO extra credit.*

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, honor, attendance, or participation expectations will result in a '0' for the associated evaluation.

NATURE OF COURSE DELIVERY

Hybrid

REQUIRED READINGS

Handouts provided by the instructor.

EVALUATION

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

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	

REQUIREMENTS	% of Grade
Attendance and Participation: Students are expected to attend ALL SESSIONS and participate in active discussions and lectures.	10%
Biographical Sketches and Narrative Descriptions: Students are required to research all individuals, organizations and locations that will be visited during the course of the trip and create a series of biographical sketches and narrative descriptions for use throughout the trip.	30%
Daily Travel Log: Students are required to keep a travel log of no less than 1 page per entry describing events occurring the previous day.	30%
Reflective Paper: Students are required to write a 7-10 page paper describing the trip in relation to what they learned and what the trip exposed them to that they may not have been exposed to otherwise.	30%
Total	100%

TENTATIVE COURSE SCHEDULE

DATE			TOPICS AND ACTIVITIES	READINGS AND ASSIGNMENTS DUE
Fri.	February	19	Pre-Trip Session # 1 – (online) Introduction to the European Model of Sport, discussion of itinerary, rules, expectations and assignments	R - Handout # 1
Fri.		26	Pre-Trip Session # 2 – (online) Discussion of all individuals and locations students have researched prior to the trip	A - Biographical Sketches & Narrative Descriptions
Fri.	March	4	Departure to Europe from Washington DC	N/A
Sat.		5	Arrival in Milan Breakfast Travel to Verona Tour: City Tour Game: Serie A Game (Verona-Sampdoria)	N/A
Sun.		6	Travel to Venice Tour: Full Day in Venice with Guided Tour Travel to Torino	A – Travel Log # 1
Mon.		7	Lecture: Palavela Indoor Facility Practicum: Palavela Ice Skating Lecture: IFSC – International Federation for Sport Climbing Tour: Juventus Stadium Travel to Nice	A – Travel Log # 2

Tue.	March	8	Travel to Monaco Lecture: The Monte Carlo Country Club Tour: Monte Carlo Country Club Travel to Nice	A – Travel Log # 3
Wed.		9	Olympic Marseille Lecture: Olympic Marseille Youth Academy Travel to Pont du Gard Tour: Visit to Pont du Gard Travel to Nimes Lecture: Nimes Handball Academy	A – Travel Log # 4
Thur.		10	Travel to Figueras Visit: Dali Museum Travel to Barcelona (Nou Camp) Tour: Nou Camp Stadium and Museum	A – Travel Log # 5
Fri.		11	Lecture: Legacy of the Barcelona '92 Olympic Games Lecture: Economic Impact of the '92 Games Tour: Monjuic, Olympic Facilities Transfer to Circuit de Catalunya Lecture/Tour: Marketing of the Circuit de Catalunya Group Dinner	A – Travel Log # 6
Sat.		12	Transfer to CAR Lecture: CAR - High Performance Training Centre Tour: CAR Tour: City Tour Game: TBD	A – Travel Log # 7
Sun.		13	Game: FC Barcelona vs. Getafe	A – Travel Log # 8
Mon.		14	Departure to Washington DC from Europe	N/A
Fri.		25	Post-Trip Session – (online) Debriefing and discussing the experience	A – Reflective Paper

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 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.
- 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.

