

**George Mason University**  
**College of Education and Human Development**  
School of Recreation, Health, and Tourism

SPMT 440 (DL1) – Global Perspectives in Sport  
3 Credits, Spring 2017  
Online

**Faculty**

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**Prerequisites/Corequisites**

SPMT 201 and completion of 60 hours.

**University Catalog Course Description**

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

**Course Overview**

The learning experiences in this course are afforded through assignments, online learning modules, readings, film and video material. The following requirements reflect the demands of the course. Students will be expected to respect the following policies:

- 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.
- All assigned readings for each week are to be completed prior to completing online modules.
- Students will abide by the Mason Honor Code, guided by the spirit of academic integrity.
- No grades or discussion of grades or grade appeals will be carried out over email due to its impersonal nature and security issues. Students can discuss their grades with the instructor over the phone or in person.
- There will be no make-up 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 assignments should be initiated by the student with the instructor.

**Course Delivery Method**

This course will be delivered online using an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before "@masonlive.gmu.edu) and email password. The course site will be available online January 22, 2017 at midnight.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

## Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

## Expectations

- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Friday morning, and finish on Thursday night at 11:59 p.m.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least five times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates*. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule one-on-one meetings to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

## Learner Objectives

Throughout the duration of this course, students must:

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.

## Required Texts

Foer, Franklin (2010). *How Soccer Explains the World: An Unlikely Theory of Globalization*. New York, NY: HarperCollins Publishers.

Kuper, Simon (2006). *Soccer Against the Enemy: How the World's Most Popular Sport Starts and Fuels Revolutions and Keeps Dictators in Power*. New York, NY: Nation Books.

## Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignments	% of Grade
<b>Duolingo:</b> Students are required to engage in foreign language learning supporting the global nature of this course. Students will choose from Spanish, Italian, French or German and commit no less than one hour per week (150xp) completing Duolingo online learning exercises.	25
<b>Online Learning Modules and Reaction Papers:</b> Students are required to work through online learning modules and complete five 2-page reaction papers demonstrating comprehension of the materials contained in the modules as well as book chapters assigned.	50
<b>Global Sport Policy Paper:</b> Students are expected to write a 10-15 page paper describing sport policy in a country of choice other than America or Canada that highlights historical, political, economic, and social consequences/perspectives through sport. Instructions provided.	25
<b>Total</b>	100

## Grading Policies

A = 94 – 97	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	

## Professional Dispositions

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

## Class Schedule

Date		Topic	Readings and Assignments
January	27	<b>Europe 1</b> – Eastern Europe and the Eternal Combination of Politics, Nationalism and Sport	Chapter 1 – HSETW Duolingo – Hour 1 Reaction Paper 1
February	3	<b>Europe 2</b> – Western Europe: Battlefield for Human Civilizations England and Germany: Football Giants with their Own Issues	Chapter 4 – HSETW Chapter 3 – SATE Duolingo – Hour 2 Reaction Paper 2
	10	<b>Europe 3</b> - Southern Europe: Ticki-Tacka and the Beautiful Game in Italy and Spain	Chapters 7 & 8 – HSETW Duolingo – Hour 3 Reaction Paper 3
	17	<b>Europe 4</b> - Can We All Just Get Along? Religion, Sports and War	Chapter 2 - HSETW Chapter 18 - SATE Duolingo – Hour 4 Reaction Paper 4
	24	<b>Latin America 1</b> - How to Work for Free and Still Govern in South America	Chapter 5 – HSETW Chapter 17 – SATE Duolingo – Hour 5 Reaction Paper 5
March	3	<b>Latin America 2</b> - Corruption and Sports	Chapter 16 – SATE Duolingo – Hour 6 Reaction Paper 6
	10	<b>The Caribbean</b> – The Culture of Sport in Paradise	Articles and Videos Provided in Module Duolingo – Hour 7 Reaction Paper 7
	17	<b>Africa 1</b> - The Last Frontier for Everything, Including Soccer	Chapters 12 & 13 - SATE Duolingo – Hour 8 Reaction Paper 8
	24	<b>Africa 2</b> – A Clash of Identity Between Developed and Still Developing Regions	Articles and Videos Provided in Module Duolingo – Hour 9 Reaction Paper 9
	31	<b>Middle East</b> - The Power of Soccer in the Most Radical of Places	Chapter 9 – HSETW Chapter 21 – SATE Duolingo – Hour 10 Reaction Paper 10
April	7	<b>China</b> - All for One and One for All; The Next Soccer Superpower?	Articles and Videos Provided in Module Duolingo – Hour 11 Reaction Paper 11
April	14	<b>India</b> - The Historical Context of Cricket	Articles and Videos Provided in Module Duolingo – Hour 12 Reaction Paper 12
	21	<b>Sport in War Torn Regions</b> - Attempts to Harness the Power of Sport for Positive Change	Articles and Videos Provided in Module Duolingo – Hour 13 Reaction Paper 13
	28	<b>Independent Writing</b> – Global Sport Policy Paper	Duolingo – Hour 14
May	5	<b>Global Sport Policy Papers Due by 11:59pm</b>	

## 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:

<http://cehd.gmu.edu/values/>.

## GMU Policies and Resources for Students

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. 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 stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center 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/>).
- The 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**