

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

PMT 318—001—Diversity and Inclusion Issues in Sport
3 Credits, Spring 2017
MW 1:30 pm - 2:45 pm; Finley Building 114— Fairfax Campus

Faculty

Name: Dr. Jacqueline McDowell
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Prerequisites/Corequisites

None

University Catalog 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 Delivery Method

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.

Learner Outcomes or 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;

Professional Standards (Commission of Sport Management Accreditation (COSMA))

Courses offered in the Sport Management (SPMT) undergraduate 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. (2010, June). *Accreditation principles and self study preparation*. Retrieved August 18, 2014 from <http://cosmaweb.org/accredmanuals>

Required Texts

Cunningham, G. B. (2015). *Diversity & Inclusion in Sport Organizations* (3rd 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.

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). No late work is accepted in this course. 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 deadlines due to intercollegiate athletic competitions or other legitimate university activity must be arranged **PRIOR** to the missed class period.

Students 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 students have an unexcused absence on the day that an assignment or exam is returned, they should 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.

- **Assignments and/or Examinations**

IN-CLASS QUIZZES 20%

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.

EXAMS 60%

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.

FINAL PROJECT 20%

Walking with Wheels – After spending 36 hours in a wheelchair, students will use movie editing software to make a video and picture diary of their experiences. Diaries will discuss environmental barriers, social reactions and interactions, personal and professional impact, and ethical considerations. See handout

- **Grading**

A	94% – 100%	C+	78% – 79%
A-	90% – 93%	C	74% – 77%
B+	88% – 89%	C-	70% – 73%
B	84% – 87%	D	60% – 69%
B-	80% – 83%	F	00% – 59%

Professional Dispositions

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

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. Useful contributions, as you know, come in many forms. Sometimes a question or a brief comment can be as or more useful to the learning of the class as a long presentation.

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.

When communicating to the class, short messages will be sent to students via Remind, an app that facilitates mass communication. Students can receive messages via their cell phone by texting @spmt318 to 81010 (If you're having trouble with 81010, try texting @spmt318 to (202) 517-2038).

Regular class attendance is expected. It enhances your academic success to be in every scheduled session. Attendance will not be taken, but the failure to show up to class can result in you missing valuable information and assignments.

Class Schedule

Week	Date	Topic	Readings
1	January 23	Introduction to class; expectations, policies and learning assessments; safety rules	
2	January 25	Overview of Diversity and Inclusion	Cunningham, G. (2015). Chapter 1 Homework Due: Your Pie Chart (replaces lowest quiz grade)
3	January 30	Theoretical Tenets of Diversity and Inclusion	Cunningham, G. (2015). Chapter 2
4	February 1	Theoretical Tenets of Diversity and Inclusion	
5	February 6	Stereotypes, Prejudice, and Discrimination Activity: Hello, I am a/an _____	Cunningham, G. (2015). Chapter 3
6	February 8	Race and Ethnicity Issues: Where are all the _____ ?	Cunningham, G. (2015). Chapter 4
7	February 13	The Color of Sport: Why Do All the _____ ?	Harrison, L, Lee, AM, Belcher, D. (1999). Race and gender differences

		_____Play _____?	in sport participation as a function of self-schema. <i>Journal of Sport & Social Issues</i> , 30-51.
8	February 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.
9	February 20	Jueguen Bola! Latinos in Baseball	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 http://www.nbcsports.com/baseball/baseball-turning-latin-americas-game
10	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
11	February 27	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).
12	March 1	Native American Mascots	Film and Discussion: In Whose Honor?
13	March 6	Make up Day	
14	March 8	MIDTERM EXAM	
15	March 13	SPRING BREAK	
16	March 15	SPRING BREAK	

17	March 20	Sex and Gender Issues in Sport	Cunningham, G. (2015). Chapter 5 Homework Due: 1943 Hiring Guide Discussion Questions (replaces lowest quiz grade)
18	March 22	Don't Let Them Play: Women in Sports Before 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> . Cornella. Film: Throw Like A Girl: A Revolution In Women's Sports - The history of Title IX
19	March 27	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> . Cornella. Debate: Men and women should be paid the same vs. Men and women should not be paid the same
20	March 29	Women's Sport Media Coverage	Film: Playing Unfair: The media image of the female athletes
21	April 3	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. Film: Let Them Wear Towels
22	April 5	LGBT Issues	Cunningham, G. (2015). Chapter 10 Film Clip: http://tedxtalks.ted.com/video/Beyond-the-Gender-Binary-Yee-Wo (10 min)
23	April 10	LGBT Issue	Film: Training Rules: No Drinking, No Drugs, No Lesbians (50 min)
24	April 12	Prove You're A Woman: The Politics of Sex Testing	Schultz, J. (2014). Women's sport and questionable sex. <i>Qualifying</i>

			<i>times: points of change in U.S. women's sport (pp. 103-121).</i> Urbana, IL: University of Illinois Press Film Clip: What It's Like To Be Intersex
25	April 17	Prove You're A Woman: The Politics of Sex Testing	Film: Too Fast to Be a Woman The Story of Caster Semenya
26	April 19	Religious Diversity	Cunningham, G. (2015). Chapter 9
27	April 24	Religious Diversity	
28	April 26	Including Persons of all Mental and Physical Abilities	Cunningham, G. (2015). Chapter 7
29	May 1	Including Persons of all Mental and Physical Abilities	Presentation of Students' Wheelchair Experience
30	May 3	Including Persons of all Mental and Physical Abilities	Presentation of Students' Wheelchair Experience
31	May 15	FINAL EXAM 1:30 pm – 4:15 pm	

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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 or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.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/>.