

George Mason University^{SEPP}
College of Education and Human Development
Health and Physical Education
PHED 340 (001) – Social and Cultural Issues in Physical Education
3 Credits, Spring 2017
Monday-Wednesday /9:00-10:15am, Bull Run Hall, Rm 132

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Studies contemporary and historical perspectives on socio-cultural and philosophical issues that influence American public schooling and physical education teacher preparation, including race, culture, ethnicity, nationality, globalization, socioeconomic status, gender, sexuality, ability, obesity, and urbanization.

Course Overview

This course is focused on providing future physical education teachers with the opportunity to reflect on and understand how various social and cultural issues (e.g. race, culture, ethnicity, nationality, globalization, socioeconomic status, gender, sexuality, ability, and urbanization) affect the schooling and physical education experiences of youth. As a result of this course teachers will have a foundational understanding and conceptual template from which to develop and refine their teaching and curriculum so as to provide learning experiences that are safe, equitable, and meaningful to *all students*, especially those who have been previously and/or are currently marginalized.

This course fulfills the Writing Intensive requirement in the PHED major. It does so through the 1000 word paper on one's personal, social, and cultural biography paper; the 1000 word philosophical platform; and the 2500-word final philosophical platform. All papers will be completed through a draft/feedback/revision process to be explained on outlines provided in class and posted to Blackboard.

Course Delivery Method

This course will be delivered using a lecture format.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Explain the role of social philosophy in learning and teaching.
2. Identify and articulate their personal philosophy for education and physical education.
3. Describe the history of the United States, and Northern Virginia area, and study how it affects students and teachers in schools.
4. Discuss the many facets of culturally responsive teaching.
5. Explain gender as a social category, and how it functions in school.
6. Describe how issues of sexuality influence the school experiences of gay/lesbian as well as straight students and teachers.
7. Explain diverse learners, parents, and communities.
8. Identify classist, racist, sexist, and other oppressive practices in public schooling, and devise strategies for working against those practices to create safe, equitable, and empowering classrooms for all children.
9. Reflect on their past and describe how it influences their perspectives on the world.

Professional Standards (*National Initial Physical Education Teacher Education Standards, National Association for Sport and Physical Education*)

Upon completion of this course, students will meet the following professional standards:

1. Scientific and Theoretical Knowledge

- The research and theory utilized in this course is designed to address this specific element:
 - 1.4: Identify historical, philosophical, and social perspectives of physical education issues and legislation.

3. Planning and Implementation

- This course and the attention paid to historically/contemporarily marginalized groups addresses these specific elements:
 - 3.4: Plan for and manage resources to provide active, fair, and equitable learning experiences.
 - 3.5: Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.
 - 3.6: Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.

6. Professionalism

- The undergirding focus on an equitable education for all students regardless of social positionality is essential to demonstrating professional behavior in classes that are populated by heterogeneous and diverse learners, and thus addresses these specific elements:
 - 6.1: Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.
 - 6.2: Participate in activities that enhance collaboration and lead to professional growth and development.
 - 6.3: Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.
 - 6.4: Communicate in ways that convey respect and sensitivity.

NASPE National Standards

This course will have a focused eye on helping students understand the value and importance of Standard 5 of the National Standards for Physical Education as published by the National Association for Sport and Physical Education:

- Standard 5-Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

It is the perspective of the instructor, as grounded in the research literature (e.g. Tischler & McCaughtry, 2011; Flory & McCaughtry 2011; Ferry, McCaughtry, & Kulinna, 2011), that all of the remaining NASPE standards are unlikely to be addressed and/or met *by all students* unless teachers are aware of and sensitive to the marginalizing and damaging experience students of various ‘minorities’ (ability, masculinity, etc.) have endured historically.

College of Education and Human Development Core Values

Social Justice

- This course provides an increased focus to the PHED program’s demonstration of this core value by explicitly dealing with issues of social justice.

Innovation and Research Based Practice

- In recent years and in increasing numbers pedagogy research articles published in the top physical education journals (Research Quarterly for Exercise and Sport, Journal of Teaching in Physical Education, Physical Education and Sport Pedagogy, and Sport, Education and Society) have been unambiguously done from a critical and social and cultural perspective. Much of this research represents the “cutting edge” of our field and makes this course innovative.

Ethical Leadership

- Teacher candidates who learn to understand, empathize, and subsequently create educational spaces that are just and equitable are demonstrating ethical leadership.

Required Texts

Howard, G.R. (2006). *We can't teach what we don't know*. Teachers College Press: New York.

Ozlem, S., & DiAngelo, R. (2012). *Is everyone really equal: An introduction to key concepts in social justice education*. Teachers College Press: New York

Readings provided by instructor located on Blackboard.

Course Performance Evaluation

- ✓ Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard (BB), hard copy).
- ✓ Students are held to the standards of the George Mason University Honor Code. 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 or **no credit will be given**.

• Assignments and/or Examinations

1. Personal Social and Cultural Biography Paper (1000 words) – 100 points

Students will spend time critically reflecting on their personal biography through the lens of their own social and cultural positionalities, and how socialization in these ways has and continues to inform their views with respect to a career as a physical educator.

2. Midterm Philosophical Platform (1000 words) – 100 points

Students will create a philosophical platform covering the content of the course readings at the halfway point in the course. Building from their social and cultural biography, students will contemplate and discuss how course readings to this point are informing their views as to what it means to be a socially conscious physical educator.

3. Final Philosophical Platform (2500 words) – 200 points

Students will be given directions for the final philosophical platform at the midpoint in the semester. Students will have five weeks to submit a first draft, and two weeks to integrate professor feedback for the final submission. Building from the personal social and cultural biography paper, the midterm philosophical platform, and further course reading, discussion, and activities, students will more fully develop a working philosophical platform for how they will conduct their work as a socially conscious physical educator.

4. Final Presentation - 100 points

Using a Powerpoint slideshow, students will formally present a small portion (maximum 5 minutes) of their final philosophical platform during the final exam class.

*All assignments will be explained in further detail in assignment overviews provided by the instructor.

• Other Requirements

5. Preparation/Participation/Reflection – 280 points (23 classes @ 10 points/class, 10 Reflections @ 5 points/reflection)

Each class period, a preparation/participation rating scale will be completed to evaluate each student's preparedness and contribution to the class period. These ratings are meant to encourage students to keep pace with their learning (e.g., complete readings, have paper drafts due, etc.) and contribute to the social construction of knowledge in the course. The rating scale will include professor ratings (4 points) and student self-ratings (6 points). At the end of each class period, students will complete self-ratings of their readiness and contributions to the learning environment, which will later be combined with the professor ratings to form a class period rating. Students will also complete weekly reflection papers based on the topic of conversation from the prior week and will be 1-1 ½ pages in length. Each reflection is worth 5 points and will be graded by the instructor.

6. Attendance

In accordance with the George Mason University Attendance Policies (University catalog, AP.1.6 Attendance Policies), “Students are expected to attend the class periods of the courses for which they register. In-class participation is important to the individual student and to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness or early departure as de facto evidence of non-participation.”

The following scale will be used:

- Three (3) absences are permitted
- Two (2) “tardies”*= 1 absence
- Two (2) “early departures”*= 1 absence
- 4-5 absences = 15 grade points
- 6 absences or more = 20 grade points

*Attendance is taken at 9:00 am. A student will be considered late once attendance has been taken. Leaving more than 10 minutes before the end of the class will be considered an early departure.

Overview:

Personal Biography Paper	100
Midterm Philosophical Platform	100
Final Philosophical Platform	200
Final Presentation	100
Preparation/participation/reflection	280
	780

• **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	

Class Schedule

<u>Date</u>	<u>Topic and Assignments Due</u>
Jan 23/25	Course introductions and syllabus
Jan 30/Feb 1	Social Justice and Education Social Justice and Education Personal Social and Cultural Biography Paper: 2/1
Feb 6/8	Race and Education Reflection 1 Due: 2/8
Feb 13/15	Race and Education/TBD
Feb 20/22	Social Class in Education/PE Reflection 2 Due: 2/22
Feb 27/Mar 1	Culture/Ethnicity/Urban/Metropolitan PE Reflection 3 Due: 3/1
Mar 6/Mar 8	Gender: Education and PE Reflection 4 Due: 3/8
Mar 13/15	SPRING BREAK: NO CLASS
Mar 20/22	Gender and PE
Mar 27/29	Midterm Exam/Philosophical Platform: 3/27

Final Philosophical Paper Assigned: 3/29

Apr 3/5	Sexuality and PE Reflection 5 Due: 4/5
April 10/12	Obesity and PE Reflection 6 Due: 4/12
April 17/19	Fitness Testing/Ability in PE Reflection 7 Due: 4/19
April 24/26	Retrospective and Public Views of School PE Reflection 8 Due: 4/26 Final Philosophical Platform, First Draft Due: 4/27
May 01/03	Curricular Diversity Muslim (Girls) and School PE Reflection 9 Due: 5/3

Reflection 10, Final Philosophical Platform, Presentations Due: Wednesday May 10, 7:30-10:15

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

Final Week: Reflection 10, Final Philosophical Platform, & Presentation: Wednesday May 10, 8:30-10:15 am

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/>.

