

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

SPMT 304. DL 1 (Blackboard) – Sport, Culture, and Society
3 Credits, Spring 2017

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Analyzes sport from educational, political, economic, and cultural perspectives.

Course Overview

This course examines the role of sport in contemporary American society. Through the utilization of scholarly interpretations, students examine the way sport is linked to the structure and dynamics of social life. Particular attention is devoted to an analysis of the interrelationship between sport, society, social organization, and social change.

Course Delivery Method

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 23, 2017.

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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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/

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will **start** on Monday morning at midnight, and **finish** on Sunday at 11:59 p.m.
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- 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* listed in the **Class Schedule** section of this syllabus. 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 a one-on-one meeting 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 Outcomes or Objectives

This course prepares students to gain knowledge and a perspective of sport in society today, while analyzing the aspects within it. Specifically, students will:

- Discuss the unique concepts being practiced in sport and society today, i.e. sport and culture, economics, globalization. This outcome will be assessed through assignment #1, the history of sport analysis assignment.
- Discuss and analyze contemporary issues in sport societies today. This outcome will be assessed through assignment #2, the contemporary issues in sports assignment.
- Discuss and analyze sport and culture today, while breaking down the aspects for the future. This outcome will be assessed through assignment #3, the sport and culture assignment.
- Discuss and analyze the significance of sport lifestyles today and the impact they have on fans/consumers/viewers today. This outcome will be assessed through the final group project (Sports and Lifestyles Today).

Professional Standards

Upon completion of this course, students will have met the following professional standards:
National Flashes of Insight Association (NFIA)

8.21	Understanding of and the ability to analyze thought processes
8.22	Understanding of procedures and techniques for assessment

Required Texts

Jarvie, Grant. (2013). *Sport, Culture and Society: An Introduction* (2nd ed.). Routledge.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor. This course will be graded on a point system, with a total of 1000 possible points.

Requirements	Points
Participation (Discussion Boards – 14 weeks x 20 points)	280
History of Sport Analysis	50
Contemporary Issues in Sport Assessment	150
Sport and Culture Analysis	100
Case Study Breakdown - Sport in Society (Past, Present and Future)	120
Group Final Project – Sport in Society Today	200
Midterm Exam	50
Final Exam	50

Evaluation of Assignments

History of Sport Analysis– For this *history of sport analysis essay*, I want you to analyze and critique the history of sport from an individual or team/sport perspective and the impact this has had on you as a fan today. This can be an analysis on a sport figure (Michael Jordan), a specific sport (history of the NFL) or a sport organization (New York Yankees).

Issues in Sport Assessment - For this *contemporary issues in sports assignment*, I want you to analyze and critique a contemporary issue in sports today. This can be on topics such as *steroids in sports, cheating in sports, paying student-athletes, ethics in sports, media's impact in sports, gender equality*, etc.

Sport and Culture Assessment - For this *culture in sport assignment*, I want you to detail and critique the sport (s) you've grown up playing/watching that have had an impact on you as a person today.

Case Study Breakdown Assignment – For this assignment, students will analyze and assess a case study of their choice that focuses and details sport in our past, present and future, while analyzing the impact on society.

Group Final Project (Sport, Culture and Society) – For this group PowerPoint project, I want each group to select a topic of choice as it relates to sport in society today. This can be on topics such as *youth sports, the history of basketball, the history of the NFL, the impact of sports in the United States today, student-athletes today*, etc.

Midterm and Final Exam – The midterm and final exam will consist of questions we've discussed in class based on the chapters and supplemental materials. Both exams will be essay format.

TOTAL

1000

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		

Professional Dispositions

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

Participation/Attendance (Discussion Boards)

Because of the structure of this online class, it is important for you to come prepared to participate in class activities and assignments. Although this isn't a face-to-face class, it's still highly important for you to treat attendance as an impact on your final grade and overall performance in the course. Group work is also important as we will take time every class and go over assigned readings with the activity that we are currently working on.

Discussion Boards: Each week, students will take part in discussion board responses to **five** specific questions worth two points apiece, while engaging in other discussions with students (at least five) throughout that week. This portion will be worth two points for each question for a total of **10** points.

Students will be required to have **one** “thoughtful” response to each of the **five** weekly discussion questions by Wednesday at midnight, while engaging in a minimum of **five** other “thoughtful”

responses to other students' responses by Sunday at midnight. However, it is recommended that students take part in more than **five** responses to get the full online interaction between students. This portion of students' responses will also be worth two points for each question response for a total of **10** points, which equals **20** points for each discussion board over the 14 weeks, which adds up to a total of **280** points throughout the semester.

The responses should be a paragraph long and in full sentence form. The idea of discussion boards is to highlight with other students the discussion question and any other ideas/concepts that may come up from other students. Keep in mind that I stress quality rather than quantity when it comes to the discussion boards and students should provide their insight and analysis on the assigned topic of choice in a comfortable and confident manner.

Class Schedule

DATE (MONDAY-SUNDAY)		TOPIC	READINGS/ASSIGNMENT DUE
w. 1	Jan. 23 - 29	Sport, Theory and the Problem of Values	Chapter One/None
w. 2	Jan. 30 – Fe. 5	Sport, History and Social Change	Chapter Two/None
w. 3	Feb. 6 - 12	Sport, Economics and Global Finance	Chapter Three/ History of Sport assignment due (Feb. 12th by 11:59 p.m.)
w. 4	Feb. 13 - 19	Sport, Politics and Culture	Chapter Four/None
w. 5	Feb. 20 - 26	Global Sport; Internationalism, Reconciliation, and Sport in the Making of Nations	Chapters Five and Six/ Issues in Sport assignment due (Feb. 26th by 11 :59 p.m.)
w. 6	Feb. 27 – Mar. 5	Sport, Community and Others	Chapter Seven / None
w. 7	Mar. 6 – Mar. 12	Sport, Law and Governance; Sport, Media and Television	Chapters Eight and Nine/ Midterm due (March 12th by 11 :59 p.m.)
	Mar. 13 – 19	Spring Break: No Class	None
w. 9	Mar. 20 - 26	Sport, Social Capital and Education; Sport and the Environment	Chapters 10 and 11/ None
w. 10	Mar. 27 – Apr. 2	Sport, Body and Health; Sport, Violence and Crime	Chapters 12 and 13/ Sport and Culture assignment due (April 2nd by 11 :59 p.m.)

DATE (MONDAY-SUNDAY)		TOPIC	READINGS/ASSIGNMENT DUE
w. 11	Apr. 3 - 9	Sport, the Olympics and Major Sporting Events	Chapter 15/None
w. 12	Apr. 10 - 16	Sport, Lifestyles and Alternative Cultures	Chapter 16/ None
w. 13	Apr. 17 - 23	Sport, Social Inequality and Social Movement	Chapter 17/ Case Study due (April 23rd by 11 :59 p.m.)
w. 14	Apr. 24 - 30	Sport, Poverty and International Development	Chapter 18/None
w. 15	May 1 - 6 (Mon – Sat)	Sport and Social Change	Chapter 19/ Group Final Project due (May 6th by 11 :59 p.m.)
	Finals Week (May 10 – 17 (Wed - Wed)	None	None/ Final Exam due (May 17th by 11 :59 p.m.)

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://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/>.