

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

SPMT 304 – 003 – Sport, Culture, and Society  
Fall 2017 – Wed/Fri 12:00 – 1:15 PM – RAC 2203

**Faculty**

Name: Ms. Lindsey Campbell  
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**Prerequisites/Corequisites**

none

**University Catalog Course Description**

Analyzes sport from educational, political, economic, and cultural perspectives. 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 using a lecture and discussion format.

**Learner Outcomes or Objectives**

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

1. [know] how and why sport, in general, and certain sports in particular, have been created and organized in certain ways;
2. [know] the connection between sports and other spheres of social life, such as family, education, politics, the economy, the media, and religion;
3. [know] how sports and sport participation inform the way people think about their own bodies and about gender, social class, race and ethnicity, and disability;
4. [know] the social organization, group behavior, and social interaction patterns that exist within sport settings;
5. [know] the cultural, structural, and situational factors affecting sports and sport experiences; and
6. [know] the social processes that occur in conjunction with sports (e.g., socialization, competition, cooperation, conflict, social stratification, social change).

**Required Texts**

Coakley, J. (2017). *Sports in society: Issues and controversies* (12th ed.). New York: McGraw-Hill.

Ad-hoc readings posted on Blackboard 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).

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.

Test 1 – multiple choice, T/F	250
Test 2 – multiple choice, T/F	250
Test 3 - multiple choice, T/F	250
Attendance (& punctuality) and Class Discussion Participation	100
Sportography Assignment (individual assignment)	75
What do we want sports to be? (paired assignment)	75
<b>TOTAL</b>	<b>1,000 points</b>

***Instructor Expectations:***

1. All assigned reading for each class is expected to be done prior to class.
2. All written assignments must be typed (computer word processing is recommended).
3. **Regular attendance and participation is expected.** If you miss a class, it is your responsibility to obtain class materials from sources other than the instructor.
4. Students must abide by the Honor Code, guided by the spirit of academic integrity.

***Class Attendance:***

**It enhances your academic success to be in class; therefore, you should attend ALL scheduled class meetings in accordance with George Mason policy:** Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but 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 nonparticipation.** Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

***Participation:***

Respect the free exchange of thought in an academic environment and the participants therein. For example: a) do not have any sound emitting devices turned on; b) wait until the teacher/guest speaker has finished prior to gathering your belongings; and c) do not smoke, chew tobacco, eat, sleep, disrupt others by inappropriate talking, or disrespect the class schedule by being tardy. 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.

**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

See <https://cehd.gmu.edu/students/policies-procedures/>

## 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://course support.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

**When?****What?****Read this BEFORE class**

WED	8/30	Welcome to SPMT 304	
FRI	9/1	Sociology of Sport Knowledge	
WED	9/6	The Sociology of Sport – What is it?	Chapter 1
FRI	9/8	Sports & Socialization – Who Plays?	Chapter 3
WED	9/13	Sports for Children – Organized Programs	Chapter 4
<b>FRI</b>	<b>9/15</b>	<b>Sportography Assignment Due</b>	<b>Assignment/Presentation DUE</b>
WED	9/20	Deviance in Sport – Out of Control?	Chapter 5
FRI	9/22	Review for Test #1	
<b>WED</b>	<b>9/27</b>	<b>Test #1 Chapters 1-5</b>	
FRI	9/29	Return Test #1	
WED	10/4	Violence in Sports – Does it affect us?	Chapter 6
FRI	10/6	Gender and Sports – is Equity Possible?	Chapter 7
WED	10/11	Race and Ethnicity – Are they Important?	Chapter 8
FRI	10/13	Social Class – Do Money and Power Matter	Chapter 9
WED	10/18	Movie Day – Hoop Dreams Part 1	
FRI	10/20	Movie Day – Hoop Dreams Part 2	
WED	10/25	Age and Ability – Barriers to Participation?	Chapter 10
FRI	10/27	Review for Test #2	
<b>WED</b>	<b>11/1</b>	<b>Test #2 Chapters 6-10</b>	
FRI	11/3	Return Test #2	
WED	11/8	Sports & the Economy	Chapter 11
FRI	11/10	Sports & the Media	Chapter 12
WED	11/15	Sports and Politics	Chapter 13
FRI	11/17	Sports in High School and College	Chapter 14
WED	11/22	<i>Thanksgiving Break</i>	
FRI	11/24	<i>Thanksgiving Break</i>	
WED	11/29	In-Class Pair Work – finish assignment	
<b>FRI</b>	<b>12/1</b>	<b>What do we want sports to be ?</b>	<b>Assignment/Presentation DUE</b>
WED	12/6	Review for Test #3	
<b>FRI</b>	<b>12/8</b>	<b>Test #3 Chapters 11-14</b>	

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

**Assignment Descriptions:**

**Sportography Assignment & Presentation (individual) 75 possible points**

Bring to class a written paper reflecting on your involvement (or noninvolvement) in physical play, informal games, and organized sports. The outline should identify who was involved, your personal experiences related to family relationships/dynamics, friends, school, teachers, and coaches; key moments (at least one positive and one negative moment); intense memories, your current situation; and your anticipated future.

*The goal of this paper is to see and describe your experiences in a way that enables me to put them into context, compare them with the experiences of others, and make sense of similarities and differences.*

A helpful guide will be provided in class to assist you in writing your sportography. A short presentation will also be due on the assignment due date which should creatively display your sportography (methods are up to you) and should not exceed 10 minutes in length.

**What do we want sports to be? (paired assignment) 75 possible points**

Each pair is to identify and agree upon one important change they would like to see in sports over the next decade. After identifying the desired change, each pair must agree on the specific goal to be accomplished and identify the goal as conservative, reformist, or radical. They must also agree on the most appropriate vantage point from which to make the changes, and which theories they will use to understand and create the strategies that will lead to goal achievement.

Each group will write a report and present it to class on their desired change/goal, how it will be achieved, and how theory can be used to make sense of what they are doing. Presentation (method up to you) should not exceed 10 minutes in length.



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