

George Mason University
College of Education and Human Development
SPMT 480-002 Sport Diplomacy and cross-listed as CONF 399-001
3 Credits, Fall 2017

Faculty

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Prerequisites:

At least one SPMT or CONF course recommended

University Catalog Course Description:

This course is designed to allow students to achieve a comprehensive understanding of why sports has the power to connect people across cultures, ethnicity, gender and socioeconomic background and develop an understanding of how they can use sport and cultural diplomacy to develop relationships, understanding, and cross-cultural and intergroup collaboration as well as peacebuilding and conflict resolution.

Course Overview:

This course is designed to allow students to achieve a comprehensive understanding of the ways in which sport is used to bring people together. Students will trace various sport diplomacy programs and initiatives, as well as those specific to sport for development and peace, and discuss the existing theories/assumptions underpinning them. To do so, students will participate in a broad range of activities throughout the semester: writing one mid-term paper, engaging with guest speakers, participating in class discussion as well as a follow-up online component, and collectively organize a Sport for Society panel event to take place at the end of the semester. The class will also include an opportunity to contribute to a Sport and Society Online Portal where students can publish and share their work with the larger community. Throughout the scope of this course, students will be able to strengthen and gain key skills in research, critical thinking, public speaking, leadership, project and time management, and teamwork.

Learner Outcomes:

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

1. Explain what is conflict and its role in sport-related programs
2. Understand the functions, complexities, and limitations of sport as a vehicle to create change
3. Gain a basic understanding of the theoretical underpinnings in sport diplomacy and sport for peace and conflict resolution initiatives
4. Develop effective theories of change that explain how sport can be effectively utilized to address conflict and impact relations
5. Design and implement a large-scale event that advances both theory and practice of sport for

society at the university level

6. Publish original work

Course Delivery:

Classes will be conducted face to face in the classroom; one (1) hour per week must be conducted in online discussions via the Blackboard learning management system (LMS) housed in the MyMason portal. To log in to the Blackboard course site, students will use their Mason email name (everything before @masonlive.gmu.edu) and email password.

Honor Code:

George Mason shares in the tradition of an honor system that has existed in Virginia since 1842. The Honor Code is an integral part of university life. On the application for admission, students sign a statement agreeing to conform to and uphold the Honor Code. Students are responsible, therefore, for understanding the code's provisions. In the spirit of the code, a student's word is a declaration of good faith acceptable as truth in all academic matters. Cheating and attempted cheating, plagiarism, lying, and stealing of academic work and related materials constitute Honor Code violations. To maintain an academic community according to these standards, students and faculty must report all alleged violations to the Honor Committee. Any student who has knowledge of, but does not report, a violation may be accused of lying under the Honor Code. With this in mind, all students in this course are held to the strictest standards of the George Mason University Honor Code.

Instructor Expectations:

1. **All assigned readings for each class is to be completed prior to coming to class.**
2. All written assignments and online reflections must be submitted on time. No exceptions.
3. Regular attendance and active participation in discussions are expected. If you miss a class, it is your responsibility to obtain class materials from sources other than the instructor, and catch up on the readings.
4. Students will arrive to class on time.
5. Students must abide by the Honor Code, guided by the spirit of academic integrity.
6. Texting, making phone calls, perusing social media during class is not allowed.

Evaluation:

You are expected to actively participate in class discussion and fulfill assignments. Assignments must be turned in by the specified due date or **no credit will be given**. Only students with emergencies, documented medical excuses, or University sponsored functions (*approved by the professor in advance*) will be considered for exception. Please contact the professor for individual clarifications. **All written assignments must be typed and follow APA guidelines.**

Required Texts:

- Esherick, C., Baker, R.E., Jackson, S., & Sam, M. (Eds.). (2017). *Case studies in sport diplomacy*. West Virginia University: Fit Publishing.

Assessment:

| Requirements | % of Grade |
|---|------------|
| Attendance and Participation: Students are expected to attend class regularly and actively participate in face to face lectures, discussions, and online reflections of weekly readings. | 25% |
| Online Reflections: This course has a 1-hour online component. This consists of a 2-3 paragraph reflection each on two (2) of the weekly readings. Reflections will be graded on: <ol style="list-style-type: none">1. Summary of reading2. Identification of positive and negative points3. Conclusion (i.e. offer counter) | 10% |
| Mid-Term Paper: Students will select an instructor-approved sport diplomacy program/initiative and prepare a 7-10 page critical assessment of the event. Students will use this assessment to develop their own theory. Papers will be posted as the first submissions of the Sport and Society Online Portal. Papers should be double-spaced, size 12 font, Times New Roman and will be graded on: <ol style="list-style-type: none">1. how thoroughly the program/initiative is explained2. successful identification of the conflict being addressed and the theory of change, and the use of one (1) conflict analysis tool3. development of a theory4. the use of proper English, correct spelling and APA citation | 35% |
| Sport Event: Students will work alongside the instructor to organize and execute a Sport for Society panel that will feature athletes (1), journalists (1), academics (2), and GMU students (2) working to advance the sport field. The event will focus on what universities can do to develop sport as conflict resolution vehicle. The panel will be followed by a private meet and greet with George Mason University president, Angel Cabrera. It is tentatively set to take place sometime between 11/27-12/9. Organizing this event will count as a final grade. Grading details TBA. | 30% |
| Total | 100% |

Grading Scale:

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| A = 94-100 | B- = 80-83 | D = 60-69 |
| A- = 90-93 | C+ = 78-79 | F = 0-59 |
| B+ = 88-89 | C = 74-77 | |
| B = 84-87 | C- = 70-73 | |

COURSE SCHEDULE:

General class structure will involve:

- Opening: questions, comments, etc.
- Discussion of readings in the following format:
 - Your understanding of readings
 - Positive and negative point(s)
 - How does the content contribute to our knowledge and practice
- Lecture on class topic
- Closing: Any outstanding topics, questions, etc.

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

| Date | Topic | Assignment |
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| Week 1 8/31 | Introduction and Goals Syllabus Overview <i>Topic: Introduction to Sport</i> | <ul style="list-style-type: none"> • Mayer – The Dynamics of Conflict • Avruch – Culture • Research paper topic and email before 9/7 class • Online Reflection-Response of Article |
| Week 2 9/7 | Discussion of Week 1 readings <i>Topic: Overview of sport</i> | <p>DUE TODAY: Mid-term paper topic sent</p> <ul style="list-style-type: none"> • Trunkos and Heere – Chp 1 in Esherick et al. • Murray – Hybrid of Two Halves • United Nations – Introduction of Sport for Development and Peace • Online Reflection-Response |
| Week 3 9/14 | Discussion of Week 2 readings <i>Topic:</i> <ul style="list-style-type: none"> • <i>Theories of sport</i> • <i>Event role assignments</i> | <ul style="list-style-type: none"> • Lyras and Peachey – Integrating sport for development and peace theory and praxis • Redeker – Sport as an opiate • Bureau of Educational and Cultural Affairs – ECA Evaluation <ul style="list-style-type: none"> ○ Prepare questions for guest speaker • Online Reflection-Response |

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| <p>Week 4 9/21</p> | <p>Discussion of Week 3 readings Guest Speaker – SportsUnited</p> | <ul style="list-style-type: none"> • Anderson – Community Builder’s Approach to Theory of Change • Online Reflection-Response |
| <p>Week 5 9/28</p> | <p>Discussion of Week 4 reading Topic:</p> <ul style="list-style-type: none"> • <i>Athletes activism</i> • <i>Event check in</i> | <ul style="list-style-type: none"> • Kaufman and Wolff – Playing and Protesting • Kaufman – Boos, Bans, and Backlash • Anya Alvarez: <ul style="list-style-type: none"> ○ As a former pro, Golf Magazine's Most Beautiful Women makes me shudder ○ Why golf should follow tennis and adopt equal pay for US ○ How Morocco is trying to popularize golf — yes, golf — for both boys and girls ○ Prepare questions for guest speaker • Online Reflection-Response |
| <p>Week 6 10/5</p> | <p>Discussion of Week 5 readings Guest Speaker – Sport journalist</p> | <ul style="list-style-type: none"> • Murray and Pigman – Mapping the relationship between international sport and diplomacy • Nygard and Gates – Soft power at home and abroad • LeCrom and Ferry – Chp 2 in Esherick et al. • Online Reflection-Response |
| <p>Week 7 10/12</p> | <p>Discussion of Week 6 readings Topic: Soft power</p> | <ul style="list-style-type: none"> • Abooli – Chp 9 in Esherick et al. • Jung – Sport as catalyst for cooperation 2 Koreas • Sugden – Teaching and playing sport for conflict resolution • Online Reflection-Response |
| <p>Week 8 10/19</p> | <p>Discussion of Week 7 readings</p> <ul style="list-style-type: none"> • <i>Event check in</i> <p>Guest Speaker – Bureau of International Information Programs</p> | <ul style="list-style-type: none"> • Online Reflection-Response |

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| Week 9 10/26 | <i>Topic:</i> <i>Case studies in sport</i> <i>Movie Day</i> | DUE TODAY: Mid-term Paper • Cha – A theory of sport and politics |
| Week 10 11/2 | Discussion of Week 9 reading <i>Event check in</i> | • Rofo – Sport and Diplomacy: A Global Diplomacy Framework |
| Week 11 11/9 | Discussion of Week 9 reading <i>Event check in</i> | TBA |
| Week 12 11/16 | <i>Event check in</i> | TBA |
| Week 13 11/23 | <i>Thanksgiving</i> | |
| Week 14 | <i>Event check in</i> | ---- |

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/>
- 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/>

Students are expected to exhibit professional behavior and dispositions at all times. For additional information on student policies and procedures, please review the following link: <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.

