

George Mason University
College of Education and Human Development
Sport & Recreation Studies
SPT 651.001 – Sport & International Development
3 Credits, Spring 2017

Prerequisites/Corequisites

SPMT 551 Sport in the Global Marketplace; or permission of the instructor.

University Catalog Course Description

Explores the roles of sport in international development with focus on Africa, Asia, and Latin America. NGOs (nongovernmental organizations), international federations, professional leagues and grassroots initiatives will be examined.

Course Overview

Students will explore the role of globalization in sport on international development over time. Students will examine the background to uneven patterns of development internationally and then examine the place of sport within this context. Specific focus will be on the role of sport and development in the societies of Africa, Latin America and Asia. This course will run as an separate independent studies in which students are expected to complete assigned readings independently. Internet resources will be widely used.

Course Delivery Method

This course will be delivered online (76% or more) via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 25th.

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.

Expectations

- Course Week: Because this is an asynchronous independent study with no fixed meeting time, work is to be self-paced. The instructor is available to support the independently-focused learning process.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor and access to course materials at least one times per week
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, and completing course activities and assignments.
- 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 **generally** self-paced. However, when deadlines are established, students are expected to meet the *specific deadlines* and *due dates* noted in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the 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. Students should email the instructor to schedule a one-on-one session, including suggested dates/times.
- **Netiquette:** The course environment is primarily independent; however, if collaborative interaction occurs, civility is essential. 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 generally working independently.
- **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 is designed to enable students to do the following:

1. explain international economic development strategies.
2. describe the theoretical underpinnings in development studies.
3. analyze the role of the globalization in international development.
4. explain how sport fits into development studies and practices.
5. outline the role of international sport organizations in developing countries.
6. demonstrate how sport can foster development within societies.
7. conduct research on a specific sport and development issue.

Professional Standards

Courses offered in the Sport and Recreation Studies (SRST) graduate 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 November 23, 2013 from <http://cosmaweb.org/accredmanualsRequired Texts>

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard).

Assignments

Assessment	Points (% total)
Assignments:	10
Test	20
Article Reviews	30
Synthesis Paper based on chosen Book	40
TOTAL	100 (100%)

Due to the online nature of the course, many activities will be self-paced. However, Discussion Board Reactions and some assignments are time-restricted. Assignments can be turned in *prior* to the due date, but must be turned by the due date. NO LATE WORK will be accepted!

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.** It is recommended that students make copies of all submitted work.

Required Assignments:

See the *ASSESSMENTS* section in Blackboard, and submit through Blackboard:

1. *Article Reviews*: There are THREE Research Article Review papers that will consist of a 1 to 2 page, typed paper related to course topics. The paper should include a brief summary of the article and a discussion of the constructs. Use APA format. The academic research journal should be current (within 5 years).
2. *Test*: This evaluation involve a short essay submitted via Blackboard; the test will be an extension of course content.
3. *Synthesis Paper*: First, choose your book. Paper must be in APA format. Project will be evaluated based upon theoretical framework, clarity, and substantive content. You will *summarize your chosen book*, providing connections to course content (e.g., SDP, Diplomacy, Economic Development, Mega Events), you will post reaction to another paper or papers..
4. Other Assignments (e.g. Discussion Boards) per instructor.

Grading

Grading Scale:

A	= 94 – 100	B+	= 88 – 89	C+	= 78 – 79
A-	= 90 – 93	B	= 84 – 87	C	= 70 – 77
		B-	= 80 – 83	F	= 0 – 69

This course will be graded on a point system, with a total of 100 possible points.

Required Readings

Readings Posted in Course Content section are required.

Select at least ONE BOOK, either from among the following, or choose another related book and ***have it approved by the instructor:***

- Schulenkorf, N., & Frawley, S. (2016). *Critical Issues in global sport management*. Routledge
- Adair, D., & Shulenkorf, N. (2014). *Global sport-for-development: Critical perspectives*. Palgrave MacMillan
- Coalter, F. (2013). *Sport for development: What game are we playing?* Routledge.
- Levermore, R., & Beacom, A. (Eds.). (2012). *Sport and international development*.
- Hylton, K. (2013). *Sport for development: Policy, process, and practice (3rd Ed)*. Routledge
- Horne, J. & Manzenreiter, W. (2006). *Sports mega-events: social scientific analysis of a global phenomenon*.
- Petry, K., & Hallmann, K. (2013). *Comparative sport development: Systems, participation, and public policy*.
- Dudfield, O. (2014). *Strengthening sport for development and peace: National policies and strategies*, .
- Darnell, S. (2012). *Sport for development and peace: A critical sociology*. Bloomsbury.
- Foer, F. (2004). *How soccer explains the world: an unlikely theory of globalization*.
- Giulianotti, R. (1999). *Football: A sociology of the global game*. Blackwell. Palgrave MacMillan

Professional Dispositions

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

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/>.

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/>.

Tentative Schedule

Any circumstance arising that is not explicitly addressed in this syllabus or by George Mason University policy, is implicitly governed under the auspices of common sense and will be dealt with using the instructor's discretion.

DUE DATES:

Date		Topic	Readings/Assignments DUE
1	1-23	Introduction; Sport for Development and Peace	
2	1-30		Reading #1/Discussion Board #1 Select a Book (on which to base Paper)
3	2-6		Article Review #1
4	2-13		Reading #2/Discussion Board #2
5	2-20		Reading #3/Discussion Board #3
6	2-27		Article Review #2
7	3-6		
	3-13		Spring Break
8	3-20	Sport for Development and Peace	TEST
9	3-27		
10	4-3		Article Review #3
11	4-10		
12	4-17		
	4-24		Syntheses Paper (BOOK) / Posting
14	5-1		Discussion (4) Board Response to Posting

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

SDP Links:

<https://www.un.org/sport/>

<https://www.sportanddev.org/en/organisation/united-nations-office-sport-development-and-peace-unosdp>

<http://www.peace-sport.org/>

<https://eca.state.gov/programs-initiatives/sports-diplomacy/sports-envoys-and-sports-visitors>

<https://csm.gmu.edu/>

<http://blog.movingworlds.org/6-must-read-books-for-a-career-in-csr/>