

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

SPMT 318—002—Diversity and Inclusion Issues in Sport  
3 Credits, Spring 2018  
MW 1:30 pm - 2:45 pm; Thompson Hall L003– Fairfax Campus

**Faculty**

Name: Dr. Jacqueline McDowell  
Office Hours: MW 12pm to 1pm; Thompson Hall 1409 and by appointment  
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**Prerequisites/Corequisites**

None

**University Catalog Course Description**

Focuses on sport participant and employee diversity and inclusive practices; and how differences based on religion, disability, socioeconomic class, sex, gender, sexual orientation and racial hierarchies impacts historical and current sport experiences and outcomes.

**Course Overview**

This class will place a heavy emphasis on critical dialogue and discussion. Class discussions will be centered on the assigned readings and other outside readings, the experiences and insights of the instructor and students, and critical questions posed by the instructor and the students.

**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. critically compare and contrast the concepts of diversity, equity, and climate, and the impact they all have on groups and individuals in sport organizations and the broader society;
2. discuss managerial, sociological, and social psychological theories used to study diversity;
3. describe how demographic differences and socialization influence access to sport participation, decisions about playing sports, and the way in which sports are integrated into everyday life;

4. describe the basic tenets and aspects of prejudice, stereotyping, and discrimination and how they effect individuals' experiences in sport;
5. recognize and discuss the effects of diversity in the management of sport;
6. identify strategies that can be used to manage diverse groups and increase underrepresented groups leadership representation.

### **Professional Standards (Commission of Sport Management Accreditation (COSMA))**

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

*Diversity* — Through its curricular activities, the sport management academic unit should ensure that students possess the knowledge, skills and experiences needed to understand and deal effectively with diversity in a diverse sport environment.

*International Sport* — A global perspective is critical for a complete understanding of sport management.

For more information, please see:

Commission of Sport Management Accreditation. (2016, May). *Accreditation principles manual & guidelines for self-study preparation*. Retrieved from <http://cosmaweb.org/accredmanuals>

### **Required Texts**

Cunningham, G. B. (2015). *Diversity & Inclusion in Sport Organizations* (3<sup>rd</sup> edition). Scottsdale, AZ: Holcomb Hathaway, Publishers.

Other readings for the class including book chapters and journal articles will be provided throughout the semester and will be available on Blackboard (mymason.gmu.edu.). Please make your own hard copies of the supplemental readings required for this 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).

- **Assignments and/or Examinations**

- QUIZZES AND ASSIGNMENTS 20%**

- Students will take quizzes on the assigned readings. The quizzes will be multiple choice, true/false, and/or short answer and will cover the key points from each assigned reading. These quizzes will serve as the basis of our class discussions for the day's topic.

- EXAMS 60%**

- The midterm (25%) and final exam (35%) are designed to test students' knowledge of the assigned readings and course notes for the first and second halves of the course material.

The exams will consist primarily of short answer questions, but multiple choice, true/false, and fill-in-the-blank questions may be included.

### FINAL PROJECT 20%

Walking with Wheels: Experiencing Wheelchair Mobility –To increase your awareness of some of the emotional and physical challenges that persons confined to a wheel chair have to endure, this experiential assignment requires you to spend 36 hours in a wheelchair.

During your 36 hours in the chair, which excludes sleep and bath time, you are required to document your experience in the form of written and verbal text, pictures, videos and video diaries.

- **Other Requirements**

Regular class attendance is expected. It enhances your academic success to be in every scheduled session. Attendance will not be taken, but the failure to show up to class can result in you missing valuable information and assignments.

- **Grading**

A	94% – 100%	C+	78% – 79%
A-	90% – 93%	C	74% – 77%
B+	88% – 89%	C-	70% – 73%
B	84% – 87%	D	60% – 69%
B-	80% – 83%	F	00% – 59%

### Professional Dispositions

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

Always come to class with a positive attitude and try to have fun as you learn about yourself, others, and the topic at hand! Much of the value of the course will be generated from in-class discussion.

As such, you are asked to prepare for discussion by reading assigned items (prior to class) and actively participate in the conversation. Useful contributions, as you know, come in many forms. Sometimes a question or a brief comment can be as or more useful to the learning of the class as a long presentation.

I expect you to uphold the highest ethical standards and academic integrity. This includes refraining from cheating, fabrication, and plagiarism.

Cell phone usage, working on assignments for other courses, reading newspapers or books, playing computer games, and sleeping will not be tolerated. If you participate in such behaviors, you will be asked to stop the behavior and/or asked to leave the class.

Email is an official means of communication. As such, you are expected to follow simple guidelines of professionalism. You should: (a) use a subject line that is relevant to your message; (b) clearly state your question or concern; (c) use standard English and complete sentences, as opposed to using abbreviations and texting-style communications; (d) include a signature block containing your name, phone number, and email address; and (e) proofread your email prior to sending it.

When communicating to the class, short messages will be sent to students via Remind, an app that facilitates mass communication. Students can receive messages via their cell phone by texting @spmt318 to 81010 (If you're having trouble with 81010, try texting @spmt318 to (202) 517-2038).

### Class Schedule

Week	Date	Topic	Readings
1	January 22	Introduction to class; expectations, policies and learning assessments; safety rules	
2	January 24	Overview of Diversity and Inclusion	Homework Due: Your Pie Chart
3	January 29	Theoretical Tenets of Diversity and Inclusion	Cunningham, G. (2015). Chapter 2
4	January 31	Theoretical Tenets of Diversity and Inclusion	
5	February 5	Stereotypes, Prejudice, and Discrimination	Cunningham, G. (2015). Chapter 3
6	February 7	Race and Ethnicity Issues	Cunningham, G. (2015). Chapter 4
7	February 12	Then and Now: African Americans in Sport	
8	February 14	Then and Now: African Americans in Sport	Ogden, D. C. & Hilt, M. L., (2003) Collective identity and basketball: An explanation for the decreasing number of African-Americans on America's baseball diamonds. <i>Journal of Leisure Research</i> , 35, 213-227.
9	February 19	Jueguen Bola! Latinos in Baseball	Latino Baseball Players and Their Influence on Overall Fan Satisfaction with Major League Baseball. <i>NINE: A Journal of Baseball History and Culture</i> , 20, 81-91.  Harkins, B. (2012, February 21). Is Baseball Turning Into Latin America's Game? NBC Sports. Retrieved from <a href="http://www.nbcsports.com/baseball/b">http://www.nbcsports.com/baseball/b</a>

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10	February 21	Asians' Experiences in U.S. Sport	Huang, F. (2013). Globalization of Sport: The NBA's Diffusion in China. <i>The International Journal of the History of Sport</i> , 30, 267-284
11	February 26	Native Americans' Sport Experiences	Rubinfeld, M. (2007). The mythical Jim Thorpe: re/representing the twentieth century American Indian. In Ed. C.R. King, <i>Native American and Sport in North America: Other People's Game</i> (pp. 30-52).
12	February 28	Native American Mascots	Film and Discussion: In Whose Honor?
13	March 5	Make up Day	
14	March 7	<b>MIDTERM EXAM</b>	
15	March 12	<b>SPRING BREAK</b>	
16	March 14	<b>SPRING BREAK</b>	
17	March 19	Sex and Gender Issues in Sport	Cunningham, G. (2015). Chapter 5
18	March 21	Don't Let Them Play: Women in Sports Before Title IX	McDowell, J., & Hoffman, J. (2012). Women's and gender issues in collegiate athletics. In G. Sailes (Ed.), <i>Sports in Higher Education: Issues and Controversies</i> . Cornell.
19	March 26	Let Them Play: Women in Sport After Title IX	McDowell, J., & Hoffman, J. (2012). Women's and gender issues in collegiate athletics. In G. Sailes (Ed.), <i>Sports in Higher Education: Issues and Controversies</i> . Cornell.
20	March 28	Women's Sport Media Coverage	Film: Playing Unfair: The media image of the female athletes
21	April 2	You Don't Belong In Here: Women Reporters in Men's Locker Rooms	Kane, M. J., & Disch, L. (2010). Sexual Violence and the Reproduction of Male Power in the Locker Room: The "Lisa Olson Incident." <i>Sociology of Sport Journal</i> , 10, 331-352.  Film: Let Them Wear Towels

22	April 4	LGBT Issues	Cunningham, G. (2015). Chapter 10  Film Clip: <a href="http://tedxtalks.ted.com/video/Beyond-the-Gender-Binary-Yee-Wo">http://tedxtalks.ted.com/video/Beyond-the-Gender-Binary-Yee-Wo</a> (10 min)
23	April 9	LGBT Issue	Film: Training Rules: No Drinking, No Drugs, No Lesbians (50 min)
24	April 11	Prove You're A Woman: The Politics of Sex Testing	Schultz, J. (2014). Women's sport and questionable sex. <i>Qualifying times: points of change in U.S. women's sport</i> (pp. 103-121). Urbana, IL: University of Illinois Press  Film Clip: What It's Like To Be Intersex
25	April 16	Prove You're A Woman: The Politics of Sex Testing	Film: Too Fast to Be a Woman The Story of Caster Semenya
26	April 18	Religious Diversity	Cunningham, G. (2015). Chapter 9
27	April 23	Religious Diversity	
28	April 25	Including Persons of all Mental and Physical Abilities	Cunningham, G. (2015). Chapter 7
29	April 30	Including Persons of all Mental and Physical Abilities	Presentation of Students' Wheelchair Experience
30	May 2	Including Persons of all Mental and Physical Abilities	Presentation of Students' Wheelchair Experience
31	May 9	<b>FINAL EXAM</b>  1:30 pm – 4:15 pm	

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 <https://catalog.gmu.edu/policies/honor-code-system/> ).
- 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://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/> .**