

**George Mason University**  
**College of Education and Human Development**  
**Sport Management**

SPMT 304.003/LIFE X098.106—Sport, Culture, and Society  
3 Credits, Spring 2019  
TR 1:30 p.m. – 2:45 p.m., Thompson Hall L028, Fairfax Campus

**Faculty**

Name: Dr. R. Pierre Rodgers  
Office Hours: TR 11:00 a.m. – 12:30 p.m. Thompson; and by arrangement  
Office Location: Recreation and Athletic Complex (RAC) 2109 (Fairfax Campus);  
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1409  
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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 using a lecture, discussion, and group work format and will require active participation of all students.

**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* (12<sup>th</sup> ed.). New York: McGraw-Hill.

### **Recommended Texts**

Hacker, D. (2015). *A pocket style manual: APA version* (7<sup>th</sup> ed.). Boston: Bedford/St. Martin's.

### **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**

Grades will be assigned on the basis of three scantron tests at 25%, 25%, and 25% (75% total); four quizzes (announced or not) weighted at 20%; and class participation makes up the final 5%. You will supply scantron sheets for the tests; the examinations will be based on class lectures, discussions, required readings, and required film screenings. Test items will be of the multiple choice, true-false, and/or short answer variety. In-class quizzes will likely be based on assigned films along with course readings.

There will be at least four sport-based films used in the course: *The Sandlot*, *Any Given Sunday*, *Remember the Titans*, and *Go Tigers!*. You are required to screen the films *before* the particular class session in which the movie accompanies a chapter reading. If you do not have access to the required films, DVDs will be placed on 2 hour course reserve at the Johnson Center Library. In the days leading to the individual film screening, please check out that week's video and watch it at the library. If you experience difficulty in accessing any of the films, let me know in advance.

- **Other Requirements**

1. **Participation.** Attendance and punctuality are essential for success in this class. Much of your work is based on information from the lectures and participation in class discussions. Your absences and/or tardiness will affect your general progress and that of your classmates. Zero to one cut will result in no penalty unless they occur on a day when you are assigned to present a project or complete an assignment.

Students who arrive late or leave early will be counted as absent. Some absences may be excused provided prior arrangement is made with me. Examples of excused absences may be for medical reasons or field trips in other courses and will be allowed only at my discretion. Students who stop coming to class without discussing the matter with me will receive a failing grade. Should you miss an assignment due to absence, you will be allowed to make it up provided that you have written documentation regarding the nature of the absence.

2. **Written Assignments.** Written assignments will be expected to demonstrate college-quality writing. In-class writing will not be stringently evaluated, but ALL work prepared outside of class (papers) will be assessed for content AND for presentation. While a variety of qualities may pass for “college level,” at a minimum it means writing is appropriately concise and clear; words are properly spelled; punctuation is appropriate; sentences are complete; subject/verb, pronoun/antecedent agree.
3. Papers/abstracts/written assignments not turned in on the specified day will be given a grade lower than the one deserved. For example, an “A” assignment submitted late will be given a grade of “B.” No written work will be accepted later than one week after it is due.
4. **Honor Policy.** George Mason University takes its honor policy quite seriously. Examinations, papers, and other assignments must be your own work (except where you hire a typist or proofreader) with only the exception of group projects.
5. **Plagiarism** is representing another’s work as your own or recycling your work and representing earlier work as new work. Remember to use proper source citations in citing the evidence you use in your research. Failure to do your own work, or not to give credit where necessary, may result in failing the assignment, the course, and/or a report to the honor committee.

- **Grading**

Grades will be assigned on the basis of three tests at 25%, 25%, and 25% (75% total); four quizzes (announced or not) weighted at 20%; and class participation makes up the final 5%. Final grades and individual assignments will be recorded with “plus/minus” letter grade annotations. You can use the table below to do your own grade calculation. Convert letter grades to numerical equivalents using this scale: A=10, A-=9, B+=8, B=7, B-=6, C+=5, C=4, C-=3, D=2, F=1. Multiply the numerical equivalent by the weight to get the weighted value. Add the weighted values and use the conversion scale to convert the total back to a letter grade. (Note: No credit towards graduation accrues from a failing grade or from a grade that is replaced by a retaken course. For more information, please consult the current edition of the university catalog.)

	Letter Grade	Numerical Equivalent	Weight	Weighted Value
Test 1			.25	
Test 2			.25	
Test 3 (Final Examination)			.25	
Quizzes (4 @ .05)			.20	
Participation			.05	
TOTAL				

### Grading Scale

A = 10.0-9.5	B+ = 8.9-8.0	C+ = 5.9-5.0	D = 2.9-2.0
A- = 9.49-9.0	B = 7.9-7.0	C = 4.9-4.0	F = 1.9-0.0
	B- = 6.9-6.0	C- = 3.9-3.0	

### Professional Dispositions

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

### Class Schedule

DATE		ASSIGNMENT	READING
January	22	Introduction to the Course	
	24	Sociology of Sport and Defining Sport	Chapter 1
	29	Sports and Socialization; Video: <i>The Sandlot</i> ( <b>You are to have watched <i>The Sandlot</i> before this class session.</b> )	Chapter 3
	31	Sports and Socialization; Video: <i>The Sandlot</i> ( <b>You are to have watched <i>The Sandlot</i> before this class session.</b> )	Chapter 3
February	5	Sports and Children	Chapter 4
	7	Sports and Children	Chapter 4
	12	Deviant Behavior and Sports ( <b>You are to have watched <i>Any Given Sunday</i> BEFORE this class session.</b> )	Chapter 5
	14	Deviant Behavior and Sports ( <b>You are to have watched <i>Any Given Sunday</i> BEFORE this class session.</b> )	
	19	Test 1	Chapters 1, 3, 4, 5
	21	Aggression and Sports	Chapter 6

DATE		ASSIGNMENT	READING
	26	Aggression and Sports	Chapter 6
	28	Gender and Sports	Chapter 7
March	5	Gender and Sports	Chapter 7
	7	TBA	
	12	SPRING BREAK (NO CLASS)	
	14	SPRING BREAK (NO CLASS)	
	19	Race and Sports ( <b>You are to have watched <i>Remember the Titans</i> BEFORE this class session.</b> )	Chapter 8
	21	Race and Sports ( <b>You are to have watched <i>Remember the Titans</i> BEFORE this class session.</b> )	Chapter 8
	26	Race and Sports ( <b>You are to have watched <i>Remember the Titans</i> BEFORE this class session.</b> )	Chapter 8
	28	Test 2	Chapters 6, 7, 8
April	2	Social Class and Sports	Chapter 9
	4	Social Class and Sports	Chapter 9
	9	Social Class and Sports	Chapter 9
	11	EASTERN COMMUNICATION ASSOCIATION CONVENTION, PROVIDENCE, RI (NO CLASS)	
	16	Sports and Politics	Chapter 13
	18	Sports and Politics	Chapter 13
	23	Sports and Politics	Chapter 13
	25	Sports and Schools (High School, College); Video: <i>Go Tigers!</i>	Chapter 14
	30	Sports and Schools (High School, College); Video: <i>Go Tigers!</i>	Chapter 14
May	2	Sports and Schools (High School, College); Video: <i>Go Tigers!</i>	Chapter 14
	14	TEST 3 (TUESDAY) 1:30 p.m. – 4:15 p.m.	Chapters 9, 13, 14

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](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/>.
- 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/>.**

