

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 2019
MW 1:30 pm - 2:45 pm; Thompson Hall L018– Fairfax Campus

Faculty

Name: Dr. Jacqueline McDowell
Office Hours: Mondays 11am to 12pm and Wednesdays 3pm to 4pm; and by appointment
Office Location: Thompson Hall 1602
Office Phone: (703) 993-7088
Email Address: jmcdowe7@gmu.edu

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

Readings for the class (e.g. book chapters, journal articles, online articles) will be provided throughout the semester and will be available on Blackboard (mymason.gmu.edu.). Please make your own hard copies of the 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 and notes. The quizzes will be multiple choice, true/false, and/or short answer and will cover the key points from each assigned reading.

- 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.

Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else’s work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

Regarding electronic devices (such as laptops, cell phones, etc.), please be respectful of your peers and your instructor and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism and may result in you being 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). Verizon users will need to download the app or register their email address to receive messages.

Class Schedule

Week	Date	Topic	Readings
1	January 23	Introduction to class; expectations, policies and learning assessments; safety rules	
2	January 28	Overview of Diversity and Inclusion	Homework Due: Your Pie Chart
3	January 30	Theoretical Tenets of Diversity and Inclusion	
4	February 4	Theoretical Tenets of Diversity and Inclusion	
5	February 6	Stereotypes, Prejudice, and Discrimination	
6	February 11	Race and Ethnicity Issues	
7	February 13	Then and Now: African Americans in Sport	
8	February 18	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 20	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 http://www.nbcsports.com/baseball/baseball-turning-latin-americas-game
10	February 25	Native American Mascots	Film and Discussion: In Whose Honor?
11	February 27	Native American Mascots	
12	March 4	Catch up Day	
13	March 6	MIDTERM EXAM	
14	March 11	SPRING BREAK	
15	March 13	SPRING BREAK	
16	March 18	Sex and Gender Issues in Sport	
17	March 20	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.
18	March 25	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.
19	March 27	Women's Sport Media Coverage	Film: Playing Unfair: The media image of the female athletes
20	April 1	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
21	April 3	LGBT Issues	Film Clip: http://tedxtalks.ted.com/video/Beyond-the-Gender-Binary-Yee-Wo (10 min)

22	April 8	LGBT Issue	Film: Training Rules: No Drinking, No Drugs, No Lesbians (50 min)
23	April 10	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
24	April 15	Prove You're A Woman: The Politics of Sex Testing	Film: Too Fast to Be a Woman The Story of Caster Semanya
25	April 17	Religious Diversity	
26	April 22	Including Persons of all Mental and Physical Abilities	
27	April 24	Catch up day	
28	April 29		Presentation of Students' Wheelchair Experience
29	May 1		Presentation of Students' Wheelchair Experience
30	May 6		Presentation of Students' Wheelchair Experience
31	May 8	FINAL EXAM 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.
- Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit <http://ds.gmu.edu/> for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email:ods@gmu.edu | Phone: (703) 993-2474
- 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/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
- As a faculty member and designated “Responsible Employee,” I am required to report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s [Title IX Coordinator](#) per [university policy 1412](#). If you wish to speak with someone confidentially, please contact the [Student Support and Advocacy Center](#) (703-380-1434), [Counseling and Psychological Services](#) (703-993-2380), [Student Health Services](#), or [Mason’s Title IX Coordinator](#) (703-993-8730; cde@gmu.edu).

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