

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

SPMT 304 – 004
Sport, Culture, and Society
3 credits, Fall 2019; CRN 82912

Class Day/Time: Wed- 12:00 – 1:15p **Class Location:** Thompson L018
Fri- Online

Faculty

Name: Jordan Goffena, Ph.D. candidate
Office Hour: By appointment
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Prerequisites/ Corerequisites

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

The course will be delivered through a hybrid format consisting of in-class lectures, discussions, and group work activities that require active participation of all students (Wednesdays) as well as online work and activities (Fridays).

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* (12th ed.). New York: McGraw-Hill.

Recommended Texts

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

Course Performance Evaluation

Students are held to the standards of the George Mason University honor code. You are expected to attend all class sections, actively participate in class discussion, and fulfill assignments. Assignments must be turned in on blackboard on the specified due date or **no credit will be given**. Assignments have been scheduled in advance to provide you with sufficient time to complete the assignment. Only students with emergencies, documented medical excuses, or University sponsored functions (discussed with the professor in advance) will be considered for exception. Please see the professor for individual clarifications. All written work must be typed and follow APA guidelines. It is recommended that students make copies of all submitted work.

Evaluation Outline

Participation	10
Quizzes	10
Reflections	35
Exams	45
Total	100

Grading Scale

A+ = 98-100	A = 93 - 97	A- = 90-92
B+ = 88 - 89	B = 83 - 87	B- = 80 - 82
C+ = 78 - 79	C = 73 - 77	C- = 70 - 72
D = 60 - 69	F = 0 - 59	

Assignment Outline

Participation (10 % total)

- Attendance & Classroom Discussions (@ 5%)
- Autobiographical Sketch (@ 5%)

Quizzes (10% total)

- 10 Weekly Quizzes (@ 1%)

Written Reflections (35 % total)

- 10 Weekly Reflections (@ 3.5% each)

Exams (45% total)

- 3 Exams (@ 15% each)

Assignment Descriptions

Participation

In-Class Participation

This percentage is based on in-class attendance and 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. Students who arrive late or leave early will be counted as absent. Some absences may be excused provided prior arrangement is

made with the instructor. 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.

Autobiographical Sketch

In a 1-3 page reflection paper, I want you to tell YOUR story. This reflection on your past experiences is important for this course in that it will help you directly connect the course content to your past and current (sport) experience. This can be based on what inspires you, but I want you to think more specifically about your past experiences in sport, school, and life has impacted your journey thus far.

Part 1

Essentially, this is your opportunity to express your identity/ athletic identity.

You should be asking yourself questions like:

- What social systems have been most impactful to you over time?
- What individuals have been most influential for you over time?
- What do you identify with or identify as?
- What are some potential biases you hold?

Part 2

I want you tell me why you are taking this course. Is it possible that one of your prior sport experiences helped lead you to taking a course such as this? Is it because it's a requirement for your major? Be honest, authentic, and write a story which reflects your journey as an athlete, student, and future professional in the sport industry. Finally, I want you to reflect on what you think you will get out of this course.

Quizzes

There will be a total of 10 weekly quizzes consisting of true and false questions will be given at the beginning of each in-class session. It is important to read as thoroughly as possible before the in-class session to be prepared for the quizzes and in-class discussions.

Reflections

There will be a total of 10 weekly on your own activities, discussions, and reflections that can be found on Blackboard and will be available once the weekly in-class session is over. The reflections will be due every Friday evening, by 9:00pm. Due to the nature of the course (i.e., hybrid), assignments not turned in by the specified time on the specified day will not receive credit for the assignment.

- 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 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.

Exams

There will be a total of 3 exams worth 15% each. 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.

Other Requirements

1. *Movies*. 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.
2. *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.
3. *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.

Professional Dispositions

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

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 or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The George Mason University Writing Center staff 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 George Mason University 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 George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). 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://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

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



TENTATIVE COURSE SCHEDULE

Date			Topics	Readings	Assignments
Aug	28	W	Introduction		
	30	F	Identifying our Identifiers		Autobiographical Sketch
Sep	4	W	Sociology of Sport and Defining Sport	Chapter 1	Quiz 1
	6	F	Sociology of Sport and Defining Sport	Chapter 1	Reflection 1
	11	W	Sports and Socialization; Video: <i>The Sandlot</i> (You are to have watched <i>The Sandlot</i> BEFORE this class session.)	Chapter 3	Quiz 2
	13	F	Sports and Socialization	Chapter 3	Reflection 2
	18	W	Sports and Children	Chapter 4	Quiz 3
	20	F	Sports and Children	Chapter 4	Reflection 3
	25	W	Deviant Behavior and Sports; Video: <i>Any Given Sunday</i> (You are to have watched <i>Any Given Sunday</i> BEFORE this class session.)	Chapter 5	Quiz 4
	27	F	Deviant Behavior and Sports	Chapter 5	Reflection 4
Oct	2	W	Test 1	Chapters 1, 3, 4, 5	
	4	F	TBA		
	9	W	Aggression and Sports	Chapter 6	Quiz 5
	11	F	Aggression and Sports	Chapter 6	Reflection 5
	16	W	Gender and Sports	Chapter 7	Quiz 6
	18	F	Gender and Sports	Chapter 7	Reflection 6
	23	W	Association of Applied Sport Psychology Annual Conference (NO CLASS)	Chapter 8	TBA
	25	F	TBA assignment	Chapter 8	TBA
	30	W	Race and Sports; Video: <i>Remember the Titans</i> (You are to have watched <i>Remember the Titans</i> BEFORE this class session.)	Chapter 8	Quiz 7
Nov	1	F	Race and Sports	Chapter 8	Reflection 7
	6	W	Test 2	Chapters 6, 7, 8	
	8	F	TBA		
	13	W	Social Class and Sports	Chapter 9	Quiz 8
	15	F	Social Class and Sports	Chapter 9	Reflection 8
	20	W	Sports and Politics	Chapter 13	Quiz 9
	22	F	Sports and Politics	Chapter 13	Reflection 9
	27	W	Thanksgiving Break		
	29	F	Thanksgiving Break		
Dec	4	W	Sports and Schools; Video: <i>Go Tigers!</i> (You are to have watched <i>Go Tigers!</i> BEFORE this class session.)	Chapter 14	Quiz 10
	6	F	Sports and Schools	Chapter 14	Reflection 10
Finals Week -- TBD			Test 3	Chapters 9, 13, 14	

Note: This schedule is tentative and is subject to change at the discretion of the instructor.