

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

SPMT 318—001—Diversity and Inclusion Issues in Sport  
3 Credits, Spring 2020

MW 1:30 pm - 2:45 pm      Robinson Hall B360– Fairfax Campus

**Faculty**

Name:                      Dr. Jacqueline McDowell  
Office Hours:            Mondays 11am to 12pm and Wednesdays 3pm to 4pm; 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**

Winters, M. (2017). *We Can't Talk about That at Work!: How to Talk about Race, Religion, Politics, and Other Polarizing Topics*. Oakland, Ca: Barrett-Koehler Publishers, Inc.

### **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**

ASSIGNMENTS 10%

Students will have weekly assignments and quizzes on course content. The quizzes will be multiple choice, true/false, and/or short answer.

BOOK ANALYSES 20%

Students will have four book analyses of the required text due throughout the course. Guiding questions will be provided.

## EXAMS 50%

The midterm (25%) and final exam (25%) 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

Unit	Dates	Topic	Readings/Assignments
1	Jan. 21 - 24	Introduction to class; expectations, policies and learning assessments	
2	Jan. 27 - 31	Overview of Diversity and Inclusion	Chapter 1
3	Feb. 3 - 7	Theoretical Tenets of Diversity and Inclusion	Chapter 2
4	Feb. 10 - 14	Stereotypes, Prejudice, and Discrimination	Book Analysis 1 Due
5	Feb. 17 - 21	Race and Ethnicity Issues	Chapter 3
6	Feb. 24 - 28	Race and Ethnicity Issues	Chapter 4
7	March 2 - 6	<b>Exam</b>	Exam 1 on March 4 <sup>th</sup>
8	March 9 - 13	<b>Spring Recess: No Classes</b>	Book Analysis 2 Due
9	March 16 - 20	Sex and Gender Issues in Sport	Chapter 5
10	March 23 - 27	Sex and Gender Issues in Sport	Chapter 6

11	Mar. 30 – Apr. 3	LGBT Issues	Book Analysis 3 Due
12	April 6 - 10	Sex Testing	Chapter 7
13	April 13 - 17	Religious Diversity	Book Analysis 4 Due
14	April 20 - 24	Including Persons of all Mental and Physical Abilities	
15	April 27 – May 1	Including Persons of all Mental and Physical Abilities	
16	May 4	<b>Last Day of Class</b>	
	May 6	<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 <https://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 <https://ds.gmu.edu/>).

- Students must silence all sound emitting devices 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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

### **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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