

**George Mason University**  
**College of Education and Human Development**  
Health and Physical Education  
PHED 340 (002) – Social and Cultural Issues in Physical Education  
3 Credits, Spring 2020  
Wednesday 1:30-2:45 pm, RAC 2203

**Faculty**

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**Prerequisites/Corequisites**

None

**University Catalog Course Description**

Studies contemporary and historical perspectives on socio-cultural and philosophical issues that influence American public schooling and physical education teacher preparation, including race, culture, ethnicity, nationality, globalization, socioeconomic status, gender, sexuality, ability, obesity, and urbanization.

**Course Overview**

This course is focused on providing future physical education teachers with the opportunity to reflect on and understand how various social and cultural issues (e.g. race, culture, ethnicity, nationality, globalization, socioeconomic status, gender, sexuality, ability, and urbanization) affect the schooling and physical education experiences of youth. As a result of this course teachers will have a foundational understanding and conceptual template from which to develop and refine their teaching and curriculum so as to provide learning experiences that are safe, equitable, and meaningful to *all students*, especially those who have been previously and/or are currently marginalized.

This course fulfills the Writing Intensive requirement in the PHED major. It does so through the 1000-word paper on one's personal, social, and cultural biography paper; the 1000-word philosophical platform; and the 2500-word final philosophical platform. All papers will be completed through a draft/feedback/revision process to be explained on outlines provided in class and posted to Blackboard.

**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. Explain the role of social philosophy in learning and teaching.
2. Identify and articulate their personal philosophy for education and physical education.
3. Describe the history of the United States, and Northern Virginia area, and study how it affects students and teachers in schools.
4. Discuss the many facets of culturally responsive teaching.
5. Explain gender as a social category, and how it functions in school.
6. Describe how issues of sexuality influence the school experiences of gay/lesbian as well as straight students and teachers.
7. Explain diverse learners, parents, and communities.
8. Identify classist, racist, sexist, and other oppressive practices in public schooling, and devise strategies for working against those practices to create safe, equitable, and empowering classrooms for all children.
9. Reflect on their past and describe how it influences their perspectives on the world.

## Professional Standards

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

### *SHAPE America Standards*

#### *Standard #6: Professional Responsibility*

Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

### *InTasc Standards*

#### *Standard #2: Learning Differences*

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#### *Standard #3: Learning Environments*

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

#### *Standard #9: Professional Learning and Ethical Practice*

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

## Required Texts

Flory, S. B., Tischler, A., & Sanders, S. (2014). *Sociocultural Issues in Physical Education*. Rowman & Littlefield Publishers, Inc.

Other Readings provided by instructor located on Blackboard.

## Course Performance Evaluation

- ✓ Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard (BB), hard copy).
- ✓ 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 discussions, complete in-class exercises and fulfill all assignments.
- ✓ Assignments must be turned by the due date and time. Assignment turned in within 48 hours past the due date will receive 50% of their value. No credit will be given beyond this time frame.

## Assignments and/or Examinations

### 1. Weekly Assignments – 40%

Different assignments will be assigned such as Discussion boards, quizzes, reflection papers, and reading preparation activities.

### 2. Personal Social and Cultural Biography Paper (1000 words) – 15%

Students will spend time critically reflecting on their personal biography through the lens of their own social and cultural positionalities, and how socialization in these ways has and continues to inform their views with respect to a career as a physical educator.

### 3. Midterm (1000 words) – 15%

Students will create a philosophical platform covering the content of the course readings at the halfway point in the course. Building from their social and cultural biography, students will contemplate and discuss how course readings, to this point, are informing their views as to what it means to be a socially conscious physical educator.

### 4. Final (2500 words) – 30%

Students will be given directions for the final philosophical platform at the midpoint in the semester. Students will have five weeks to submit a first draft, and two weeks to integrate professor feedback for the final submission. Building from the personal social and cultural biography paper, the midterm philosophical platform, and further course reading, discussion, and activities, students will more fully develop a working philosophical platform for how they will conduct their work as a socially conscious physical educator.

\*All assignments will be explained in further detail in assignment overviews provided by the instructor.

## 6. Attendance

In accordance with the George Mason University Attendance Policies (University catalog, AP.1.6 Attendance Policies), “Students are expected to attend the class periods of the courses for which they register. In-class participation is important to the individual student and to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness or early departure as de facto evidence of non-participation.”

### **The following scale will be used:**

- Two (2) absences are permitted
- Two (2) “tardies”\* = 1 absence
- Two (2) “early departures”\* = 1 absence
- 3-4 absences = 15 grade points
- 6 absences or more = 20 grade points

\*Attendance is taken at 9:00 am. A student will be considered late once attendance has been taken. Leaving more than 10 minutes before the end of the class will be considered an early departure.

### **Overview:**

Weekly Assignments	40%
Personal Biography Paper	15%
Midterm	15%
Final	<u>30%</u>
	100%

### • **Grading Scale (%)**

A+ = 97 – 100	B+ = 87 – 89	C+ = 77 – 79	D = 60 – 69
A = 93 – 96	B = 83 – 86	C = 73 – 76	F = 0 – 59
A- = 90 – 92	B- = 80 – 82	C- = 70 – 72	

## Class Schedule

<b>Date</b>	<b>Topic</b>	<b>Assignments Due</b>
Week 1 01/22	Course introductions and syllabus	
Week 2 01/27-29	Curricular Diversity	Weekly Assignments <b>Personal Social and Cultural Biography Paper Due on BB (02/02 @ 11:59 pm)</b>
Week 3 02/03-05	Gender and PE	Weekly Assignments
Week 4 02/10-12	Sexuality and PE	Weekly Assignments <b>Reflection 1 (Curricular Diversity, Gender, and Sexuality and PE) due on BB (2/16 @ 11:59 pm)</b>
Week 5 02/17-19	Social Class in Education/PE	Weekly Assignments
Week 6 02/24-26	Social Class in Education/PE	Weekly Assignments
Week 7 03/02-04	Culture/Ethnicity/Urban/Metropolitan PE	Weekly Assignments
Week 8 03/09-11	SPRING BREAK	
Week 9 03/16-18	<b>Midterm</b>  Culture/Ethnicity/Urban/Metropolitan PE	<b>Midterm due no later than 3/16@ 2:45 pm</b>  Weekly Assignments <b>Reflection 2 (Social Class, Culture/Ethnicity/Urban/Metropolitan PE) Due on BB (3/22 @ 11:59 pm)</b>
Week 10 03/23-25	Race and Education	Weekly Assignments
Week 11 03/30-04/01	Race and Education	Weekly Assignments
Week 12 04/06-04/08	Obesity and PE	Weekly Assignments
Week 13 04/13-15	Fitness Testing/Ability in PE	Weekly Assignments <b>Reflection 3 (Race, Obesity &amp; Fitness Testing/Ability) Due on BB (04/19 @ 11:59 pm)</b>
Week 14 04/20-22	Religion and PE	Weekly Assignments <b>Final 'First Draft' Due on BB (04/26 @ 11:59 pm)</b>
Week 15 04/27-29	Retrospective and Public Views of School PE	Weekly Assignments
Final Week 05/06		<b>Final 'Final Draft' Due on BB (05/06 @4:15 pm)</b>

\*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 University 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 <https://ds.gmu.edu>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### Campus Resources

- 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).
- 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://courseessupport.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/>.**