

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

SPMT 302.001– Philosophical and Ethical Dimensions of Sport
3 Credits, Fall 2020

Friday 9:00 – 11:40 AM – Aquatic and Fitness Center Classroom- Fairfax Campus

Faculty

Name: Mr. Ethan Carter
Office Hours: By Appointment, please e-mail to set up a Zoom meeting time
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Prerequisites

None

University Catalog Course Description

This course investigates moral issues in sport, and judgments about right and wrong behavior among athletes, coaches, spectators, and others.

Course Overview

This course investigates moral issues in sport, and judgments about right and wrong behavior among athletes, coaches, spectators, and others. The class format is primarily lectures and class discussions, supplemented by group work and discussions of assigned readings and current ethical issues in sports.

Course Delivery Method

Up until Thanksgiving Break 2020, this course will be delivered using a lecture format.

After Thanksgiving Break 2020, this course will be delivered online using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before masonlive@gmu.edu) and email password. Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles.

Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication. **A standard week runs from 9:00 am Friday and ends 8:59 am the following Friday.**

Virtual Panels

On two specific dates during the semester, the University will host online discussions related to sport. As part of this course you will be required to:

1. Attend the event or review the recorded session.
2. Complete the assigned reflection questions.
3. Submit the reflection question responses on blackboard.

If you are available to attend the live session be sure to register early. You will register for the events utilizing the link provided below.

If you are unable to attend the live event, each event will be recorded and free to access at a later date so that the reflection questions can be completed.

Monday, September 28th at 1pm

Soccer player Abby Wambach, author of a new book titled [*Wolfpack: How to Come Together, Unleash Our Power, and Change the Game*](#), will discuss the lessons she learned in her many years of playing soccer and how women can rise up, both as individuals and as a team, and conquer difficulties they face every day.

- Here is the link to register for the Monday, September 28th at 1pm live event with Abby Wambach: https://www.crowdcast.io/e/fftb_allwomen/register

Tuesday, November 17th at 12pm

There will be a sports-related panel titled "More Than a Game: The Meaning of Sports in Turbulent Times." The panel will include Thomas Wolf, Sasha Ambrasky, and Seth Berkman, where they'll be discussing their latest books and the significance of sports at moments of societal change.

- Here is the link to register for the Tuesday, November 17th at 12pm live event with Thomas Wolf, Sasha Ambrasky, and Seth Berkman: https://www.crowdcast.io/e/fftb_morethangame/register

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Demonstrate an understanding of the moral basis of decision making in sport management.
2. Develop a protocol for ethical decision-making within the organizations which govern sport programs.
3. Demonstrate an understanding of the various issues and contemporary problems confronting sport managers and how ethical decision making can be applied.

4. Critically analyze various decision-making approaches to resolving ethical issues in sports management.
5. Demonstrate an understanding of a variety of ethical theories.
6. Attain the knowledge to understand & refine a personal and professional code of ethics to guide decision making.

Professional Standards

Not Applicable

Required Texts

Schneider, R. (2009). Ethics of sport and athletics: Theory, issues, and application. Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins.

Various case studies posted via Blackboard

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).

The instructor is solely responsible for assigning grades. As such, the instructor reserves the right to assess student performance in each of the categories identified in the EVALUATION section of this syllabus. Student non-compliance with stated academic, honor, attendance, or participation expectations will result in a '0' for the associated evaluation.

- **Prior to Thanksgiving Break 2020**

Exams (2) <i>Multiple choice, true/false, matching, short essay</i>	200 points
Participation (13) (<i>Attendance, lecture discussion, online discussion, exam completion</i>)- 50 points each class	650 points
Case Study Written Response (9)- 10 points each	90 points
Case Study In Class Discussion (9)- 5 points each	45 points
Virtual Panels (2)- 50 points each	100 points
Mini Class Discussion - Current Sport Ethics Event (All students complete this once in the semester per the schedule)	50 points
Sport Ethics Debate Presentation (group project)	50 points
Sport Ethics Debate Paper (individual project)	50 points
Weeks 1 - 13 TOTAL	1,235points

- **After Thanksgiving Break 2020**

Exams (1) <i>Multiple choice, true/false, matching, short essay</i>	100 points
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Participation (1) (<i>Discussion board, exam completion</i>)- 50 points each class	50 points
Week 14 TOTAL	150 points
GRAND TOTAL	1,385 points

- **Instructor Expectations**

1. Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions. Your contributions are not only welcomed, they are essential.
2. Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials frequently throughout the week. **It is highly recommended to login at least twice a week.**
3. Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. **Late work will not be accepted based on individual technical issues.**
4. Workload: Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
5. Accommodations: Learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.
6. Honor Code: Students must abide by the Honor Code, guided by the spirit of academic integrity.
7. Additional Assistance: Please do not hesitate to ask me for additional help if you need it. I am more than willing to provide such assistance. Remember, **you earn grades, I do not give them**

- **Class Attendance**

You must be on time, stay for the whole class, listen attentively while you are here, and show through your behavior that you respect the fact that others in the class are here to learn. Arriving late is unacceptable. If you arrive late or leave early, you will lose participation points.

Students will lose 1 participation point for every minute period that they are late for and/or leave class prior to the time that the instructor dismisses the class. For example, 30 minutes = -30 points. Unexcused absences, late arrivals, leaving early, misuse of technology (i.e. texting, watching videos, searching the web, utilizing technology for non-class related activity, etc.), and lackadaisical performance could significantly affect the student participation grade.

It enhances your academic success to be in class; therefore, you should attend ALL scheduled class meetings in accordance with George Mason policy: Students are expected to attend the class periods of the courses for which they register. Any work missed due to an absence **MAY NOT BE MADE UP**. The only exception to this policy is written

documentation of a situation that prohibits you from attending class. Only those excused absences supported by documentation will be addressed at the instructor's discretion on an individual basis (e.g. a physician's note for an illness). Alternative work due to intercollegiate athletic competitions or other legitimate university activity must be arranged **PRIOR** to due date. A grade of 0 will be assigned to all missed classes and work.

Students are responsible for communicating ahead of time if they will miss class regardless of whether the absence is excused or unexcused to obtain relevant class work or to reschedule an exam.

In-class participation is important not only to the individual student, but to the class. **Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation.** Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

Lecture Discussion

YOU ARE EXPECTED TO BE FULLY PREPARED FOR CLASS AND FULLY ENGAGED WHILE IN CLASS. I expect you to have read all assigned readings, taken notes as applicable, and to be prepared and willing to discuss all readings in detail and take part in group work to the fullest extent. Turn cell phones (and any other sound making device) off and if you bring a computer, it must be used for class purposes only. Any other use is a distraction and you risk not being allowed to use your computer in class at all.

Case Study Discussion

Utilizing the case studies at the end of each chapter and/or those provided by the instructor, each student will be responsible for reviewing the assigned case study for the week. During class, students will have an ethical discussion about how to address the situation in the case study. Contributions to the discussion will be accounted for in the participation grade for the day. **Your contributions are not only welcome, they are essential.**

- **Participation**

If you attend, are on time each day, are engaged, and participate in class related discussions/activities during the lecture, you'll receive the full 50 points for that day.

Class Participation/Engagement

It is understood that each student may not have a comment(s) each class. Students are expected to remain engaged and free of distraction through the taking of notes, paying attention to the comments of others, and making contributions if asked a question, etc. All are expected to respect the free exchange of thought in an academic environment and the participants therein. For example:

- a) do not have any sound emitting devices turned on
- b) limiting the use of electronic devices to course related activities
- c) wait until the teacher/guest speaker has finished prior to gathering your belongings
- d) do not smoke, chew tobacco, eat, sleep, disrupt others by inappropriate talking, or disrespect the class schedule by being tardy.

Blackboard Discussion Boards

Throughout the semester you will need to participate in an assigned online weekly discussion on blackboard. Online discussions are a way to provide a collaborative classroom experience online. Discussion posts should have substantive content and provide additional analysis/and or raise additional questions. For each discussion, the prompt and directions will be provided by the instructor. Be mindful of the shared expectations regarding the number and deadlines for the posts so that you can obtain full credit. **Each initial post is to be (at minimum) 150 words. Responsive posts are to be (at minimum) 100 words.**

All are expected to respect the free exchange of thought in an academic environment and the participants therein.

You are encouraged to:

- a) feel free to openly and respectfully contribute your thoughts
- b) take the time to openly review and respond to the comments of others
- c) complete your posts on time
- d) ask any and all appropriate questions that you have
- e) maintain civility in your communications.

Class discussions will be conducted in a civil, informed fashion. **Your contributions are not only welcome, they are essential.**

YOU ARE EXPECTED TO BE FULLY PREPARED AND FULLY ENGAGED WHILE COMPLETING CLASS DISCUSSION POSTS. I expect you to have read all assigned readings, reviewed the lecture, taken notes as applicable, and to be prepared and willing to discuss all readings in detail in the online discussions to the fullest extent.

- **Assignment Descriptions**

Case Study Questions

Utilizing the assigned case study at the end of each chapter and/or those provided by the instructor, each student will be responsible for reviewing the assigned case study for the week. There will be questions to answer related to the assigned case study. Students are required to answer the questions for the case study and submit those answers as an assignment on blackboard. Students are expected to work on this independently.

Mini Class Discussion

Each student will be assigned a week on which to give a three-minute to seven-minute presentation on a sport related current event. The presentation should relate the current event issue to ethical philosophy, in class material, and must include class discussion questions. This presentation should be created via PowerPoint, Prezi, or another approved method.

After Thanksgiving Break, those assigned to present will need to set up a date and time with the instructor to present their mini discussion via Zoom before the end of the assigned week. After the date and time has been confirmed, the instructor will set up the Zoom meeting.

Steps:

1. Students review the schedule for their presentation week.
2. Scheduled student contacts the instructor with at least (3) dates and times that they are available to meet via Zoom during normal business hours.
3. The instructor confirms the meeting and presentation time.
4. The instructor sets up and sends an invite for the Zoom meeting to the student.
5. The student emails the presentation to the instructor prior to the presentation date and time.
6. The student and instructor meet via Zoom for the student presentation.

Sport Ethics Debate Presentation

Groups (to be determined in class) will be given a debate question to which there will be a “pro” and “con” side. Groups will research information on the topic, practice as a group in class, and participate in a debate judged by the instructor and other Mason staff, arguing their assigned side against an opposing group. A rubric for the debates will be given to the class closer to project due date.

Sport Ethics Debate Paper

This is an independent assignment related to the Sports Ethics Debate Presentation. After being assigned your group (to be determined in class) and debate question to which there will be a “pro” and “con” side. You will write a paper defending your selected stance (pro or con). A rubric and template for the debate paper will be given to the class closer to project due date.

- **Alternative Work**

There is NO make-up work. Only those excused absences supported by documentation will be addressed at the instructor’s discretion on an individual basis (e.g. a physician’s note for an illness). Alternative work due to intercollegiate athletic competitions or other legitimate university activity must be arranged PRIOR to the due date. A grade of ‘0’ will be assigned to all missed work unless otherwise determined by the instructor.

Class Schedule

<u>WK</u>	<u>Day</u>	<u>Dates</u>	<u>Main Content</u>	
1	FRI	8/24 - 8/28	Welcome to SPMT 302	
2	FRI	8/29 - 9/4	Moral Reasoning: An Introduction	Chapter 1
3	FRI	9/5 - 9/11	Ethical & Unethical Behavior	Chapter 2

4	FRI	9/12 - 9/18	Moral Education & Development	Chapter 3
5	FRI	9/19 - 9/25	Exam #1	Ch.1 - Ch.3
6	FRI	9/26 - 10/2	Performance Enhancement	Chapter 4
	MON	9/28	<u>Abby Wambach</u> Wolfpack: How to Come Together, Unleash Our Power, and Change the Game	Online Panel
7	FRI	10/3 - 10/9	Violence in Sport	Chapter 5
8	FRI	10/10 - 10/16	Race Equity in Sport Blackboard Discussion Board #1	Chapter 6
9	FRI	10/17 - 10/23	Exam #2	Ch.4 - Ch.6
10	FRI	10/24 - 10/30	Gender Equity Blackboard Discussion Board #2	Chapter 7
11	FRI	10/31 - 11/6	Intercollegiate Sport Blackboard Discussion Board #3	Chapter 8
12	FRI	11/7 - 11/13	Sport Manager Issues Blackboard Discussion Board #4	Chapter 9
13	FRI	11/14 - 11/20	Virtual Debate Day	
	TUES	11/17	<u>Thomas Wolf, Sasha Ambrasky, and Seth Berkman</u> The Meaning of Sports in Turbulent Times	Online Panel
	FRI	11/21 - 11/27	Thanksgiving Break	
14	FRI	11/28 - 12/4	Online Exam #3	Ch.7 - Ch.9

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

- **Grading**

A+ = 98 - 100 B+ = 88 - 89 C+ = 78 - 79 D = 60 - 69
A = 94 - 97 B = 84 - 87 C = 74 - 77 F = 0 - 59
A- = 90 - 93 B- = 80 - 83 C- = 70 - 73

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

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.
- 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

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>

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

SAFE RETURN TO CAMPUS AND REMOTE LEARNING GUIDANCE FOR STUDENTS ENROLLED IN CEHD COURSES

Both a Safe Return to Campus and Successful Remote Learning Depend on YOU.

All students are required to take **Safe Return to Campus Training** prior to visiting campus: it is, however, recommended for all Mason students. Training is available in [Blackboard](#).

Students are required to follow the university's public health and safety precautions and procedures outlined on the university [Safe Return to Campus webpage](#).

All students in face to face and hybrid courses must also complete the **Mason COVID Health Check daily**, seven days a week.

- You may not come to class if you receive a Yellow or Red email response to the Mason COVID Health Check.
 - You may only come to class if you receive a Green email response to the Mason COVID Health Check.
 - If you suspect that you are sick or have been directed to self-isolate, quarantine, or get testing do not go to class.
 - Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.
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Disability Services: Students unable to participate in a course in the manner presented, either due to existing disability or COVID comorbidity risk, should seek accommodations through the [Office of Disability Services](#).

Campus Closure: If the campus closes or class is canceled due to weather or other concerns, students should check [Blackboard](#), Mason email, or the [Mason website](#) for updates on how to continue learning and information about any changes to events or assignments.

Participation and Make-up Work: CEHD instructors will work with students to find reasonable opportunities to make up class work or assignments missed due to documented illness. Begin by contacting your instructor for guidance. For further assistance, students may contact their program and the CEHD Office of Student and Academic Affairs (cehdsaa@gmu.edu).

Technology Requirements:

- Activities and assignments in CEHD courses regularly use the [Blackboard](#) learning system. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc., with a consistent 1.5 Mbps [megabits per second] download speed or higher).
 - Additionally, CEHD course activities and assignments may regularly use web-conferencing software (Blackboard Collaborate / Zoom). In addition to the requirements above, students are required to have a device with a functional webcam and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm.
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Course Materials and Student Privacy:

- All course materials posted to Blackboard or other course site are private; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.
 - Video recordings of class meetings that include audio or visual information from other students are private and must not be shared.
 - Live Video Conference Meetings (e.g. Collaborate or Zoom) that include audio or visual information from other students must be viewed privately and not shared with others in your household.
 - Some/All of your CEHD synchronous class meetings may be recorded by your instructor to provide necessary information for students in this class. Recordings will be stored on Blackboard [or another secure site] and will only be accessible to students taking this course during this semester.
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Testing with LockDown Browser:

CEHD courses may require the use of LockDown Browser and a webcam for online exams. The webcam can be built into your computer (internal webcam) or can be the type of webcam that plugs in with a USB cable (external webcam). [Information on installing and using LockDown Browser may be found here.](#)

You will need the following system requirements for online exams:

- Windows: 10, 8, 7
- Mac: OS X 10.10 or higher
- iOS: 10.0+ (iPad only)
- Must have a compatible LMS integration
- Web camera (internal or external) & microphone
- A reliable internet connection
- Prior to your first exam, you must install LockDown Browser following the step-by-step instructions linked above.

To ensure LockDown Browser and the webcam are set up properly, do the following:

- Start LockDown Browser, log into Blackboard and select your course.
- Locate and select the Help Center button on the LockDown Browser toolbar.
- Run the Webcam Check and, if necessary, resolve any issues or permissions your computer prompts.
- Run the System & Network Check. If a problem is indicated, see if a solution is provided in the [Knowledge Base](#). Further troubleshooting is available through the [ITS Support Center](#).
- Exit the Help Center and locate the practice quiz.
- Upon completing and submitting the practice quiz, exit LockDown Browser.

When taking an online exam that requires LockDown Browser and a webcam, remember the following guidelines:

- Ensure you're in a location where you won't be interrupted.
- Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach.
- Clear your desk of all external materials not permitted — books, papers, phones, other devices.
- Before starting the test, know how much time is available for it, and that you've allotted sufficient time to complete it.
- Remain at your computer for the duration of the test. Make sure that your computer is plugged into a power source, or that battery is fully-charged.
- If the computer or networking environment is different than what was used previously with the Webcam Check and System & Network Check in LockDown Browser, run the checks again prior to starting the test.

To produce a good webcam video, do the following:

- Do not wear a baseball cap or hat with a brim that obscures your face.
- Ensure your computer or tablet is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or any other surface where the device (or you) are likely to move.
- If using a built-in (internal) webcam, avoid tilting the screen after the webcam setup is complete.
- Take the exam in a well-lit room and avoid backlighting, such as sitting with your back to a window.
- Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.