

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 2021
Hybrid - Wednesday 1:30-2:45pm Virtual and synchronous via Zoom Wednesday's

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 variety of methods including, lectures, on-line discussions, podcasts, and virtual discussions.

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

None

Readings provided by instructor located on Blackboard. Alternatively, we will utilize podcasts and videos to engage in current issues.

Suggested text

Walton-Fisette, J., Sutherland, S., & Hill, J. *Teaching about social justice issues in physical education*. Information Age Publishing (ISBN-13: 978-1641137201; ISBN-10: 1641137207)

Sensoy, D., & DiAngelo, R. (2017). *Is Everyone Really Equal: An Introduction to Key Concepts in Social Justice Education* (2nd ed). Teachers College Press.

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

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 in 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 unless previously discussed with the professor

• Assignments and/or Examinations

1. 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.

2. Midterm Philosophical Platform (1000 words) – 15%

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

3. Final Philosophical Platform (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.

4. Weekly reflections and assignments – 40% (3 Reflections @ 10% each and 10% for weekly discussion boards, quizzes, reading preparation and engagement in discussions)

• Other Requirements

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
- 3-5 absences = 15 grade points
- 6 absences or more = 20 grade points

*Attendance is taken at 1:30 pm. 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.

Course Performance Evaluation:

Personal Biography Paper	15%
Midterm Philosophical Platform	15%
Final Philosophical Platform	30%
Weekly reflections and assignments	40%
	100%

Grading Policies

93 - 100% = A	90 - 92.9% = A-	
87 - 89.9% = B+	83 - 86.9% = B	80 - 82.9% = B-
77 - 79.9% = C+	73 - 76.9% = C	70 - 72.9% = C-
67 - 69.9% = D+	63 - 66.9% = D	60 - 62.9% = D-
< 59.9% = F		

Professional Dispositions Students are expected to exhibit professional behaviors and dispositions at all times. Please see: <https://cehd.gmu.edu/students/policies-procedures/> for more information.

Knowing the policies and procedures for the University and the College are major keys to student success! Some of the key policies and procedures that you need to know are highlighted in this section. The University Catalog and the Office of the University Registrar are excellent resources for information on topics that are not covered in this section. Students are also encouraged to contact the CEHD Office of Student and Academic Affairs via email at cehdsaa@gmu.edu or phone at 703-993-2080 if you have questions

Class Schedule

Date	Topic	Readings & Assignments Due
Week 1 Jan 25-31	Course introductions and syllabus	Intro to social justice reading SHAPE Blog on Social Justice + explore resources at the bottom
Week 2 Feb 1-7	Explanation of norms in the class Lecture Social Justice and Education	A-Z in social justice papers (Part 1 and 2) <i>Podcast Theory 2: Teacher Socialization w/KARR</i>
Week 3 Feb 8-14	Gender: Education and PE Watch ‘gender revolution’	<i>Vertinsky (1992) OR Enright & O’Sullivan (2012) OR Robertson & Thomson (2012) (To Be Assigned – TBA)</i> <i>Gender chapter from Oliver & Kirk</i> <i>Episode 140: Masculinity podcast</i>
Week 4 Feb 15-21	Gender: Education and PE Breakout: Gender Case Studies	<i>BLOG HPE website (Marttinen et al., 2020)</i> <i>Oliver & Hamzeh (2010)</i> <i>Tischler & McCaughtry (2011) OR Tischler & McCaughtry (2014) OR Flory, Tischler & Sanders (2014) Chapter 2 (TBA)</i> <i>Podcast Ep 132: gender biased language</i> Personal Social and Cultural Biography Paper Due on BB (Wednesday @ 1:30 pm)
Week 5 Feb 22-28	Video: John Corvino (Monday) Sexuality and PE LGBTQ Limerick resources	<i>Trout & Graber (2009) OR Odum et al. (2017) (TBA)</i> <i>Podcast Ep 119: Teaching LGBTQ students</i> <i>Podcast Ep 9: Queer men, affect Dillon Landi</i> <i>Podcast Ep 32 : Touch in PE w/ Valeria Varea (optional)</i>
Week 6 Mar 1-7	Social Class in Education/PE English Language Learners	<i>Carroll et al. (2008) OR Dagkas & Stathi (2007) OR King et al. (2011) (TBA)</i> <i>Flory, Tischler & Sanders (2014) Chapter 5</i> <i>Podcast Episode 74: ELL w/Desmond Delk</i> Reflection 1 (Social Justice and Education & Gender/Sexuality) due on BB (Wednesday @ 1:30pm)
Week 7 Mar 8-14	Culture/Ethnicity/Urban/Metropolitan PE	<i>Flory, Tischler & Sanders (2014) Chapter 10</i> <i>Flory & McCaughtry (2011)</i> <i>Podcast Ep 3: Urban PE w/ Sara Flory</i> <i>Podcast Ep 99: Urban PE w/ Rapping PE</i> <i>Show SHAPE America Social Justice Packet so they can see how it all connects.</i>

Week 8 Mar 15-21	Culture/Ethnicity/Urban/Metropolitan PE Native American Immigrants	<i>McCaughtry et al. (2006)</i> <i>Podcast Ep 47: Indigenous knowledge (or) Indigenous pedagogies Dr. Pipe (111)</i> Midterm – Philosophical Platform due Wednesday 1:30pm
Week 9 Mar 22-28	Race and Education Video: Class Divided	<i>Lewis (2001)</i> <i>Horosford (2017)</i> <i>JOPERD – PE and Anti Blackness</i> <i>Podcast Ep 52: How to talk about race when you identify as white</i> <i>Optional: Summer Podcast PETE collaborative</i> <i>Podcast Ep 59: Brian Culp</i>
Week 10 Mar 29-Apr 4	Race and Education White Privilege	<i>Flory, Tischler & Sanders (2014) Chapter 6</i> <i>McCaughtry et al. (2005) OR Flory, Tischler & Sanders (2014) Chapter 7 (TBA)</i> <i>White privilege knapsack article</i> <i>Podcast Ep 61: Ethnic minority female PE teachers w/ Dr. Mara Simon</i> <i>Podcast episode 101 or 108 (optional)</i> Reflection 2: Culture, Race, and Urban PE
Week 11 April 5-11	Obesity and PE Fitness Testing/Ability in PE	<i>Li & Rukavina (2012) OR Kahan & McKenzie (2015) (TBA)</i> <i>Wrench & Garrett (2008) OR Jaakkola et al. (2013) (TBA)</i> <i>Evans (2004)</i> <i>Pluim & Gard (2018)</i> <i>Podcast Episode 63: Integration w/ Justin Haegele</i> <i>Podcast Episode 14: Intersectionality</i>
Week 12 April 12-18	Retrospective and Public Views of School PE PE in the media Children of Military Families*	<i>McCullick et al. (2003)</i> <i>Timken et al. (2014)</i> <i>Box on Jocks Blog</i> Reflection 3: Race, Obesity, Ability, Public Schools
Week 13 April 19-25	Curricular Diversity Religion/Muslim (Girls) and School PE	<i>Ferry & McCaughtry (2013)</i> <i>Dagkas & al. (2011)</i> Final Philosophical Platform, Draft One Due on BB (Wednesday April 21st @ 1:30 pm)
Week 14 April 26- May 2	Social and Emotional Pedagogy Trauma Informed Pedagogy Children of incarcerated parents	<i>Ferry et al. (2011)</i> <i>JOPERD Trauma Informed articles (3)</i>
Week 15 Wed 5/5	Final May 5 th	Final Philosophical Platform Due 5/5 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.
- 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 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 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>

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

- As a faculty member, I am designated as a “Non-confidential 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.

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