

**George Mason University**  
**College of Education and Human Development**  
**Sport and Recreation Studies**

SRST 598.DL1 – Special Topics in Sport and Recreation Studies: Sports Rivals  
3 Credits, Spring 2021  
M 4:30 – 7:10p Distance Learning

**Faculty**

Name: Dr. R. Pierre Rodgers  
Office Hours: MR 1:30p – 2:45p Blackboard Collaborate and By Arrangement  
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**Prerequisites/Corequisites**

Graduate Standing

**University Catalog Course Description**

Focuses on projects related to sport and/or recreation studies. Offered by School of Sport/Rec/Tour Mgmt. May be repeated within the degree for a maximum 6 credits.

**Course Overview**

Through the use of primary and secondary texts, students are provided insights and opportunities to learn about selected, famous sport rivalries. Why are we fascinated with athletic competitions between equally matched opponents who come from different backgrounds, styles, and personalities? How is sport connected to the economy, the media, politics, education, and other aspects of social life? This course helps explain the interrelated aspects—cultural, communicative, and socio-economic— of rivalries in sport.

**Course Delivery Method**

This course will be delivered online (76% or more) using a synchronous 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. The course site will be available on Monday, January 25, 2021.

**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.**

## *Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player:  
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

## *Expectations*

- Course Week:  
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- 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 at least 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- 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.
- Technical Competence:  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- 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.

- 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.
- Instructor Support:  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:  
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:  
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services

## **Learner Outcomes or Objectives**

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

1. analyze the origins of rivalries in sport;
2. examine the societal conditions that gave rise to various rivalries;
3. identify conditions that maintain or impede the meaning and significance of sport rivalries;
4. justify the significance of the rivalry for participants, fans, and the community of sport;
5. apply the theoretical dimensions of sport and rivalry;
6. develop the ability to synthesize and explain sport rivalry scholarship; and
7. conduct research intersecting your area of study/interest, the institution of sport, and construction and maintenance of sport rivalries.

## **Professional Standards [Commission of Sport Management Accreditation (COSMA)]**

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

Courses offered in the Sport and Recreation Studies (SRST) graduate program are guided by the principles of COSMA. COSMA (2016, p. 1) "bases its accrediting process on principles, rather than standards." The eight recommended principles are:

- outcomes assessment;
- strategic planning;
- curriculum;
- faculty;
- scholarly and professional activities;
- resources;

- internal and external relationships; and
- educational innovation.

For more information, please see:

Commission of Sport Management Accreditation. (2016, May). *Accreditation principles manual & guidelines for self-study preparation*. Retrieved November 30, 2016 from <http://www.cosmaweb.org/accreditation-manuals.html>

## Required Texts

Wiggins, D. K., & Rodgers, R. P. (Eds.). (2010). *Rivals: Legendary matchups that made sports history*. Fayetteville, AR: The University of Arkansas Press. [A copy of our primary course text, *Rivals*, is available online via the Mason library: [http://library.gmu.edu/https://wrlc-gm.primo.exlibrisgroup.com/permalink/01WRLC\\_GML/1prj2t5/alma9911555332804101](http://library.gmu.edu/https://wrlc-gm.primo.exlibrisgroup.com/permalink/01WRLC_GML/1prj2t5/alma9911555332804101)]

## Recommended Texts

Hacker, D., & Summers, N. (2020). *A pocket style manual, APA version, 2020 update* (8<sup>th</sup> ed.). Boston: Bedford/St. Martin's.

Additional required readings (e.g., journal/magazine/newspaper articles) will be available via Mason's eReserves and 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).

- **Assignments and/or Examinations**

Grades will be assigned on the basis of two tests at 20%; a Zoom or screencast presentation based on one of the discussion units at 20%; and a final term paper/project makes up the remaining 40%. You will be notified about any additional readings; specific guidelines pertaining to presentation and paper content will be provided.

- **Other Requirements**

- **Readings.** 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 at the beginning of class on the specified date due or **no credit will be given**.

- **Grading**

Final grades and individual assignments will be recorded with "plus/minus" letter grade annotations. You can use the table below to do your own grade calculation. Convert letter grades to numerical equivalents using this scale: A=10, A-=9, B+=8, B=7, B-=6, C+=5, C=4, C-=3, D=2, F=1. Multiply the numerical equivalent by the weight to get the weighted value. Add the weighted values and use the conversion scale to convert the total back to a letter grade. (Note: While +/- grades in the C and D range may be given for individual assignments, final course grades will follow the graduate grading scale: A, A-, B+, B, B-, C, and F.)

	Letter Grade	Numerical Equivalent	Weight	Weighted Value
Test 1			.20	
Test 2			.20	
Unit Discussion Presentation: Discussion of an assigned class reading. Minimum of 1 pp. overview to be distributed to class; choice of presentation method; evaluated on introduction, body, conclusion; must invite class participation.			.20	
Term Paper/Project: Scholarly essay on a sport rival-based topic with an argumentative point of view; typed, double spaced with 12 Times Roman font; APA documentation style; must include an introduction/justification/thesis, mini review of literature, body/analysis, and conclusion.			.40	
<b>TOTAL</b>				

### Grading Scale

A = 10.0-9.5	B+ = 8.9-8.0	C = 5.9-3.0
A- = 9.49-9.0	B = 7.9-7.0	F = 1.9-0.0
	B- = 6.9-6.0	

## Professional Dispositions

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

## Class Schedule

Date		Assignment	Reading
January	25	Syllabus, requirements, and overview: Of rivalries and sports	Wiggins & Rodgers, Introduction
February	1	Friendly Rivals	Wiggins & Rodgers, chapter 5; Meyers, pp. 1-2; Lee, pp. 38-49
	8	Friendly Rivals	Wiggins & Rodgers, chapter 5; Meyers, pp. 1-2; Lee, pp. 38-49
	15	Morality of Kings	Wiggins & Rodgers, chapter 3; Osborne
	22	Bitter Foes, but Marketing Pros GUEST SPEAKER: DR. RYAN KING-WHITE, TOWSON UNIVERSITY	Wiggins & Rodgers, chapter 7; Sutton, McDonald, Milene, & Cimperman, pp. 15-22
March	1	“We Were About Winning” GUEST SPEAKER: DR. JOE COBBS, NORTHERN KENTUCKY UNIVERSITY	Wiggins & Rodgers, chapter 4; Tyler & Cobbs (2017 JSM)
	8	Rivalry for the Ages; TEST 1	Wiggins & Rodgers, chapter 10; Kilduff, Elfenbein, & Staw
	15	Three Yards and a Pool of Blood	Wiggins & Rodgers, chapter 11; Smith & Schwarz, pp. 351-360; King; Mallette; Rodgers & Wiggins
	22	Corporate Cowboys and Blue-Collar Bureaucrats	Wiggins & Rodgers, chapter 12; Hawkins
	29	This Has Nothing to Do with Money	Wiggins & Rodgers, chapter 14
April	5	The Match of the Century GUEST SPEAKER: DR. CHRIS ELZEY, GEORGE MASON UNIVERSITY	Wiggins & Rodgers, chapter 15
	12		
	19	Dare to Dream	Wiggins & Rodgers, chapter

Date		Assignment	Reading
		GUEST SPEAKER: DR. LINDSEY MEAN, ARIZONA STATE UNIVERSITY	16
	26	TBA	
May	3	TEST 2	

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).

## Safe Return to Campus and Remote Learning Guidance for Students Enrolled in CEHD Courses:

Students must be fully familiar with the document, “Safe Return to Campus and Remote Learning Guidance for Students Enrolled in CEHD Courses,” which is posted as an addendum under the “Syllabus” tab of the course Blackboard site.

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

## Additional Course Readings

A copy of our primary course text, *Rivals*, is available online via the Mason library: [https://wrlc-gm.primo.exlibrisgroup.com/permalink/01WRLC\\_GML/1prj2t5/alma9911555332804101](https://wrlc-gm.primo.exlibrisgroup.com/permalink/01WRLC_GML/1prj2t5/alma9911555332804101). Other required readings are found in your Blackboard course site under the Course Content tab. Here are the citations:

Hawkins, C. (2010, September 9). Mascots bring the cheer to football rivalry game. *The Augusta Chronicle*. Retrieved January 21, 2011, <http://chronicle.augusta.com/sports/college/2010-09-09/mascots-bring-cheer-football-rivalry-game>

Lee, M. J. (1985). From rivalry to hostility among sports fans. *Quest*, 37(1), 38-49.

Kilduff, G. J., Elfenbein, H. A., & Staw, B. M. (in press). Psychology of rivalry: A relationally-dependent analysis of competition. *The Academy of Management Journal*.

King, T. K. (2007, August 5). Everybody hates Auburn: A look at the Deep South's oldest football rivalry. *Dawg Sports*. Retrieved September 28, 2010, <http://www.dawgsports.com/2007/8/5/15721/52800>

Mallette, W. (2010, September 10). The return of college football: Passion, rivalries, pageantry and the sports journalists who bring it to us. *The Sports Commentary*. Retrieved December 28, 2010, from <http://thesportscommentary.com/2010/09/02/the-return-of-college-football-passion-rivalries-pageantry-and-the-sports-journalists-who-bring-it-to-us/>

Myers, K. (2010, August 29). A winning friendship. *Parade*. Retrieved September 13, 2010, from [www.parade.com/celebrity/2010/08chris-evert-martina-navratilova-winning-friendship.html](http://www.parade.com/celebrity/2010/08chris-evert-martina-navratilova-winning-friendship.html)

Osborne, E. (2007, June 29-July 3). *Rivalries*. Paper presented at the North American Association of Sports Economists, Western Economic Association, Seattle, WA.

- Rodgers, R. P., & Wiggins, D. K. (2010, July). *A rhetorical analysis of competing narratives in the newspaper accounts of the Howard-Lincoln football rivalry*. Paper presented at the 3<sup>rd</sup> meeting of the Sport, Race and Ethnicity Conference (Beyond Boundaries: Race and Ethnicity in Modern Sports), The University of the West Indies, Cave Hill Campus, Bridgetown, Barbados.
- Smith, R. A., & Schwarz, N. (2003). Language, social comparison, and college football: Is your school less similar to the rival school than the rival school is to your school? *Communication Monographs*, 70(4), 351-360.
- Sutton, W. A., McDonald, Mark A., Milene, G. R., & Cimperman, J. (1997). Creating and fostering fan identification in professional sports. *Sport Marketing Quarterly*, 6(1), 15-22.
- Tyler, B. D., & Cobbs, J. B. (2009, October). *Advancing toward an understanding of sport rivalry*. Paper presented at the meeting of the Sport Marketing Association (SMA), Cleveland, OH.