

GEORGE MASON UNIVERSITY
College of Education and Human Development
School of Sport, Recreation and Tourism Management

SPMT 318: Diversity and Inclusion Issues in Sport
Spring 2021 (3 credits)

Inclusivity means not 'just we're allowed to be there,' but we are valued. I've always said:
smart teams will do amazing things, but truly diverse teams will do impossible things.

Claudia Brind-Woody

INSTRUCTOR: Kelsey LeFevour
EMAIL ADDRESS: klefevou@gmu.edu
CLASS TIME: Tuesday 1:30-2:45pm
OFFICE HOURS: Online via Blackboard by Appointment

COURSE DESCRIPTION

The course 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 impact historical and current sport experiences and outcomes.

COURSE DELIVERY

This course will be delivered online using a hybrid 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. We will meet one day a week (Tuesday 1:30-2:45pm) and you will work through the rest of the materials for the week on your own. During our online meeting, the 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 as well as critical questions posed by the instructor and the students.

COURSE 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 these concepts have on groups and individuals in sport organizations and 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;
4. describe the basic tenets and aspects of prejudice, stereotyping and discrimination and how they affect an individual's experience in sport;
5. recognize and discuss the effects of diversity in the management of sport; and
6. identify strategies that can be used to manage diverse groups and increase leadership representation of underrepresented groups.

This course is intended to offer perspective. Diversity is a word that we hear all the time and the greatest challenge we have is to take it from being just a word that is easy to say to a word that actually means something. The ways in which systems are designed, policies are implemented and even so far as the expectations and biases we carry can drastically influence the way things are experienced by different groups of people. In order to truly value diversity, considerations for the experiences of other people need to be one of the building blocks of our systems. This is especially true in sport.

REQUIRED TEXT

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.

Additional Learning Materials

Links to any additional required learning materials (e.g., videos and other readings) will be provided on the Blackboard page during the weeks in which they are assigned.

COURSE STRUCTURE AND FORMAT

The course will have one live lecture each week (Tuesday 1:30-2:45pm) with the rest of the course taking place online. Each week will contain a folder with materials for the week – any readings, notes (will be posted following Tuesday's lecture), videos and a weekly assignment. I have designed assignments for this class to draw on your own individual experiences in sport as well as provide the opportunity to unpack some of the preconceived understandings we have about sport and the role that diversity plays in strengthening sport organizations.

Each week there will be due dates listed for your assignments. With the hybrid format of the class, each student can self-pace with the additional learning materials throughout the week in order to get assignments submitted, but work must be submitted by the specified date listed.

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 a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- 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. [Delete this sentence if not applicable.]
- 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:
 - o Adobe Acrobat Reader: <https://get.adobe.com/reader/>

o Windows Media Player:

<https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>

Expectations

• 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.

• Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

ASSIGNMENTS

Students are expected to submit all assignments on time via the course Blackboard page. No assignments will be accepted via email.

Discussion board.

Much like a traditional classroom setting, there will be a discussion aspect of the course. You will be periodically asked to respond to discussion prompts ahead of lecture that will help to facilitate discussion for lecture. You will be asked to think about concepts from class within the context of your own experiences and reflect on them in a post. It's not that there is a right or wrong answer with these, it's more about giving you the space to present your thoughts and ideas. We will often use these as a means of generating conversation during our next class meeting.

Written assignments.

There will be 10 longer writing assignments throughout the course. The purpose of these is to let you take materials and concepts from class and think about them in the context of yourself and those around you and significant life experiences that have influenced the way in which you see and think about the world. There are times that this class will put forth concepts and ideas that might seem abstract and these assignments will allow you take those and think about and apply them in the context of your own life. There will be an assignment sheet available in the materials for the week in which it is assigned as well as a rubric provided for each assignment.

Book Analysis.

The required text will serve as a book club for our class. I have divided the book into four parts and each part will have a reflective analysis due. I will provide guiding questions to help prompt your reflection.

Final Assignment.

GRADING

This course is out of 1000 points.

*A 936-1000 A- 900-935
B- 800-835 B 836-875 B+ 876-899
C- 700-735 C 736-775 C+ 776-799
D 600-699
F 599 and below*

Assignment Type		Total Points
Class Discussion Reflections	10 x 20pts each	200
Written Assignments	10 x 50pts each	500
Book Analysis	4 x 50pts each	200
Final Assignment		100

Late work. Work should be submitted by the due date listed on the Blackboard page. Any conflicts with the dates listed should be communicated with me ahead of time and prior to missing any work. All late assignments will result in a 20% deduction per day late, resulting in a 0 after 5 days.

EXPECTATIONS

What you can expect from me:

An understanding that life happens. This course is not one that is meant to be entirely self-paced as we will have one live class meeting each week as well as materials with specified due dates that you will complete on your own throughout the rest of the week. That being said, we are all human and I understand that sometimes things happen that may impact the course. If this situation arises at any point during the course, please do not hesitate to reach out to me and we can find an agreed upon resolution for getting materials submitted. If an issue does arise, please contact me as soon as possible so that we can proactively discuss a solution rather than reacting well after the fact.

Communication. Being that this class is being delivered in a hybrid format, we will have several points of contact to discuss specifics for the class. Even so, I do not want to overwhelm your email inboxes but do want to be sure that you have all of the necessary information to feel prepared for class each week. You can expect a weekly announcement from me which will serve as an introduction to the materials for a given week. This announcement will contain information regarding materials for that upcoming week as well as a list of due dates. Each of my class announcements will also come as an email. Our live course session each week will also provide a space for me to provide reminders for upcoming materials as well as for you to ask any clarifying questions. Any changes made to the syllabus, assignments, course schedule or due dates will be communicated via the announcement board as well as addressed during our class meeting.

Instructor support. I want to be a valuable resource to students in the course throughout the semester. With this being a hybrid course, we will have a virtual course session once a week in which I will be a resource in not only delivering materials for the week but also facilitating and encouraging a lively course discussion. In addition to our class time, I will also be available by appointment for office hours. If you would like to schedule a time outside of class to meet, please email me and we can setup a time that works.

Relevant course material. One thing I love about sport is that there is a constant flow of current events to relate to topics of discussion. With the growth of social media, we have access to news in a different way than ever before which means that many of our class discussions will be situated in events that are presently occurring. I would like this course to be relevant and current so I will continue to bring forward engaging material and situate topics we are covering into real-life happenings. If at any point during the semester you come across a topic that you would like talk about, please let me know and I will see about getting it included in the material for that week.

Feedback on assignments. As an instructor, I believe in providing more than just a grade as it means very little without useful feedback as well. You can expect that feedback will be provided on all of your assignments submitted for grading as well as a willingness from me to further discuss any grade received.

What I expect from you.

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 any communications.

Assignment Submissions. All assignments will be submitted to the course via the Blackboard course page. No assignments will be accepted via email. All writing is expected to demonstrate college-quality writing and will be assessed for content and for presentation. While a variety of qualities may pass for “college level,” at a minimum it means writing is appropriately concise

and clear; words are properly spelled; punctuation is appropriate; sentences are complete; subject/verb, pronoun/antecedent agree. You will find a video in the 'Class Resource' tab that will operate as the basis for evaluating quality writing throughout the course.

Honor Policy. George Mason University takes its honor policy quite seriously. Examinations, papers, and other assignments must be your own work (except where you hire a typist or proofreader) with only the exception of group projects. Plagiarism is representing another's work as your own or recycling your work and representing earlier work as new work. Remember to use proper source citations in citing the evidence you use in your research. Failure to do your own work, or not to give credit where necessary, may result in failing the assignment, the course, and/or a report to the honor committee.

Disability accommodations. Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodations, please visit <http://dsgmu.wpengine.com/> for detailed information about the Disability Services registration process. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu | Phone: (703) 993-2474

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://oai.gmu.edu/mason-honor-code/full-honor-code-document/>)
- 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 must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.
- Students must use their Mason Live email account to receive important University information, including communications related to this class. I will not respond to messages sent from or send messages to a non-Mason email address.
- Religious holidays: A list of religious holidays is available on the University Life Calendar page. Any student whose religious observance conflicts with a scheduled course activity must contact the Instructor at least 2 weeks in advance of the conflict date in order to make alternative arrangements.

- Privacy: Instructors respect and protect the privacy of information related to individual students. Instructors will take every possible measure to protect the privacy of each student's submissions, scores and grades.
- 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/> .