

**George Mason University**  
College of Education and Human Development  
School of Sport, Recreation and Tourism Management  
SPMT 307 DL1 Sport Diplomacy  
3 Credits, Fall 2021  
Asynchronous Online Class

**Faculty**

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**Prerequisites:**

At least one SPMT or CONF course recommended

**University Catalog Course Description:**

Introduces the use of sport as a public diplomacy tool, including the interrelationships among conflict, collaboration, sport, organizations, and diplomacy.

**Course Overview:**

This course is designed to equip students with a unique and powerful understanding of how sports – a popular phenomenon across time and culture - can be used as a public diplomacy tool. Students will gain a comprehensive understanding of the ways in which sport is used to bring together people and states. They will study the interrelations of conflict, sport, and diplomacy in order to gain a foundational understanding of what is ‘sport diplomacy.’ Subsequently, students will trace various sport diplomacy initiatives across history, while learning to apply a critical lens to the topic; one that will be utilized to develop their own theories on the matter. Throughout the semester, students will participate in a broad range of activities: writing one final paper, participating in class discussions, debates, role-play, and an online reflection component. Throughout the scope of this course, students will be able to strengthen and gain key skills in research, critical thinking, global understanding, public speaking, and teamwork.

**Learner Outcomes:**

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

1. Explore what is conflict, sport, and diplomacy and how they inter-relate.
2. Articulate the functions, complexities, and limitations of sport diplomacy.
3. Identify the international organizations (non-profit and for-profit) involved in sport diplomacy, analyze their role and evaluate their impact.
4. Recognize the theoretical underpinnings in sport diplomacy.
5. Develop a personal set of values and a philosophy of how sport can become a powerful tool of public diplomacy.
6. Develop effective theories of change that explain how sport can be utilized to impact

relations, with an enhanced appreciation for the multi-cultural nature of the world.

**Course Delivery:**

Classes will be conducted 100% online via the Blackboard learning management system (LMS) housed in the MyMason portal. To log in to the Blackboard course site, students will use their Mason email name (everything before @masonlive.gmu.edu) and email password.

**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 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: Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday.

*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 3 times per week.

*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.

**Honor Code:**

George Mason shares in the tradition of an honor system that has existed in Virginia since 1842. The Honor Code is an integral part of university life. On the application for admission, students sign a statement agreeing to conform to and uphold the Honor Code. Students are responsible, therefore, for understanding the code's provisions. In the spirit of the code, a student's word is a declaration of good faith acceptable as truth in all academic matters. Cheating and attempted cheating, plagiarism, lying, and stealing of academic work and related materials constitute Honor Code violations. To maintain an academic community according to these standards, students and faculty must report all alleged violations to the Honor Committee. Any student who has knowledge of, but does not report, a violation may be accused of lying under the Honor Code. With this in mind, all students in this course are held to the strictest standards of the George Mason University Honor Code.

**Instructor Expectations:**

1. **Complete your work:** All assigned readings and/or assignments for each class is to be completed by the specified due dates. Every week we will build our understanding of sport diplomacy, so it's critical to complete assignments fully and in a timely manner.
2. **Actively participate:** Active participation is expected throughout the semester. This means approaching assignments with both curiosity and consistency. Remember that Sport Diplomacy is an entirely different way of looking at sport so there's much to learn and master!

3. **Get organized:** You will have multiple items due each week. Stay on top of what is due and when. Given the asynchronous nature of this course, you'll need to take charge and organize your schedule.

4. **Stay connected.** This class is 100% online, therefore make a concerted effort to communicate with the instructor and classmates through the assignments. If you're having trouble with content, technology, or simply need clarification, be sure to reach out!

5. **Review University guidelines:**

- Students must abide by the guidance as specified in the "Safe Return to Campus and Remote Learning Guidance for Students Enrolled in CEHD Courses". This document can be found under "Syllabus" on Blackboard.
- Students must abide by the Honor Code (see below), guided by the spirit of academic integrity.

**Evaluation:**

You are expected to actively participate and fulfill assignments in this course. Assignments must be submitted by the specified due date or **no credit will be given**. Only students with emergencies, documented medical excuses, or University sponsored functions (*approved by the professor in advance*) will be considered for exception. Please contact the professor for individual clarifications.

**Required Text:** Esherick, C., Baker, R.E., Jackson, S., & Sam, M. (Eds.). (2017). *Case studies in sport diplomacy*. West Virginia University: Fit Publishing.

Course Requirements	% of Grade
<p><b>Weekly Quizzes:</b> Students will complete a comprehension quiz on the assigned chapter/readings for the week. Each quiz is open-book and will consist of 5 questions (multiple choice, true/false, fill in the blank, etc.). Students will have one attempt for each quiz. Weekly Quizzes must be taken by Friday 11:59 PM.</p>	20%
<p><b>Weekly Reflections:</b> Students will complete a reflection assignment each week on a particular item related to sport diplomacy. These assignments will be submitted in various forms, such as written, interactive, etc. Weekly Reflections will be due every Tuesday by 11:59 PM.</p>	25%
<p><b>Weekly Videos:</b> Students will create weekly videos (1-2 min). Content of the video will be specified under instructions for each particular week. Weekly Videos will be due every Tuesday by 11:59 PM.</p>	15%

<p><b>Final Paper:</b> Using class materials, students will prepare a 7-10 page final paper that proposes their <i>own</i> theory of sport diplomacy.</p> <ul style="list-style-type: none"> <li>✓ A paper template will be provided as well as a rubric for both the rough and final versions to guide students' efforts. See "Final Paper" area on Blackboard.</li> <li>✓ Students are required to submit a rough draft halfway through the semester.</li> <li>✓ Grades will be determined by calculating the average score of the rough draft and final version.</li> </ul>	30%
<p><b>Video Presentation:</b> At the end of the semester, each student will submit a recorded presentation of his/her proposed theory of sport diplomacy (3-5 minutes). A rubric will be provided to further guide students' efforts. See "Video Presentation" area on Blackboard.</p>	10%
<p><b>Total</b></p>	100%

**Grading Scale:**

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

**COURSE SCHEDULE:**

- Unless otherwise stated, assignments are due on Tuesdays and Fridays. For the purpose of this course, a week is defined as **beginning at 12:01 am each Saturday and ending at 11:59 pm on the following Friday.**
- All assignments, articles, and PowerPoint presentations are accessible in Weekly Lesson Folders on Blackboard under "Learn Here: Weekly Lessons".
- Journal is accessible on Blackboard under "Theory-Building Journal"
- Details for "Final Paper" and "Video Presentation" (both due December 7) are also accessible on Blackboard under their own headings.
- Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date	Assignments and Due Dates	Readings
Lesson 1 8/23 - 8/28	<ul style="list-style-type: none"> <li>✓ <b>Friday 11:59 PM:</b> Create an introduction video answering the following questions: <ul style="list-style-type: none"> <li>○ name</li> <li>○ program/year</li> <li>○ why you chose this course</li> <li>○ what's your experience with sport/sport field</li> <li>○ what you hope to learn in this course</li> <li>○ fun/quirky facts about yourself</li> <li>○ anything else you want to add!</li> </ul> </li> <li>✓ <b>Friday 11:59 PM:</b> Make sure to have your textbook ready to go for next week!</li> <li>✓ <b>Friday 11:59 PM:</b> Post your video to the Discussion Board under <i>Lesson 1</i> thread</li> <li>✓ <b>Saturday 11:59 PM:</b> Respond to 1 classmate's video on the Discussion Board</li> </ul>	Make sure you've purchased our class textbook! 😊
Lesson 2 8/28 - 9/3	<ul style="list-style-type: none"> <li>✓ <b>Tuesday 11:59 PM:</b> Submit Weekly Reflection</li> <li>✓ <b>Tuesday 11:59 PM:</b> Submit Weekly Video</li> <li>✓ <b>Friday 11:59 PM:</b> Read Chapter 1 of our class text</li> <li>✓ <b>Friday 11:59 PM:</b> Review PPT on Chapter 1</li> <li>✓ <b>Friday 11:59 PM:</b> Take Lesson 2 Quiz</li> <li>✓ <b>Friday 11:59 PM:</b> Make a Journal entry!</li> </ul>	Chapter 1 in Esherick et al.: "Sport Diplomacy: A Review of How Sports Can Be Used to Improve International Relationships" by Judit Trunkos and Bob Heere
Lesson 3 9/4 - 9/10	<ul style="list-style-type: none"> <li>✓ <b>Tuesday 11:59 PM:</b> Submit Weekly Reflection</li> <li>✓ <b>Tuesday 11:59 PM:</b> Submit Weekly Video</li> <li>✓ <b>Tuesday 11:59 PM:</b> Read article on "The Dynamics of Conflict Resolution" (attached in this folder)</li> </ul>	Article: "The Dynamics of Conflict Resolution" by Bernard Mayer

	<ul style="list-style-type: none"> <li>✓ <b>Tuesday 11:59 PM:</b> Review Lesson 3 PPT on Conflict</li> <li>✓ <b>Friday 11:59 PM:</b> Take Lesson 3 Quiz</li> <li>✓ <b>Friday 11:59 PM:</b> Make a Journal entry!</li> </ul>	
Lesson 4 9/11 – 9/17	<ul style="list-style-type: none"> <li>✓ <b>Tuesday 11:59 PM:</b> Read Chapter 2 in Esherick et al.</li> <li>✓ <b>Tuesday 11:59 PM:</b> Submit Weekly Reflection</li> <li>✓ <b>Tuesday 11:59 PM:</b> Submit Weekly Video</li> <li>✓ <b>Tuesday 11:59 PM:</b> Review Lesson 4 PPT on Sport Diplomacy definition and examples</li> <li>✓ <b>Friday 11:59 PM:</b> Take Lesson 4 Quiz</li> <li>✓ <b>Friday 11:59 PM:</b> Make a Journal entry!</li> </ul>	Chapter 2 in Esherick et al.: “The United States Government’s Role in Sport Diplomacy” by Carrie LeCrom and Melissa Ferry
Lesson 5 9/18 – 9/24	<ul style="list-style-type: none"> <li>✓ <b>Tuesday 11:59 PM:</b> Read Chapter 5 in Esherick et al.</li> <li>✓ <b>Tuesday 11:59 PM:</b> Submit Weekly Reflection</li> <li>✓ <b>Tuesday 11:59 PM:</b> Submit Weekly Video</li> <li>✓ <b>Friday 11:59 PM:</b> Review Lesson 5 PPT on Case Study in Haiti</li> <li>✓ <b>Friday 11:59 PM:</b> Take Lesson 5 Quiz</li> <li>✓ <b>Friday 11:59 PM:</b> Make a Journal entry!</li> </ul>	Chapter 5 in Esherick et al.: “Sport for Hope in Haiti: Disaster Diplomacy or Disaster Capitalism?” by Scott Jedlicka
Lesson 6 9/25 – 10/1	<ul style="list-style-type: none"> <li>✓ <b>Tuesday 11:59 PM:</b> Read Chapter 8 in Esherick et al.</li> <li>✓ <b>Tuesday 11:59 PM:</b> Submit Weekly Reflection</li> <li>✓ <b>Tuesday 11:59 PM:</b> Submit Weekly Video</li> </ul>	Chapter 8 in Esherick et al.: “Building Stadiums, Building Bridges: Geopolitical Strategy in China” by Timothy Kellison and Alicia Cintron

	<ul style="list-style-type: none"> <li>✓ <b>Friday 11:59 PM:</b> Review Lesson 6 PPT on Case Study China</li> <li>✓ <b>Friday 11:59 PM:</b> Take Lesson 6 Quiz</li> <li>✓ <b>Friday 11:59 PM:</b> Review the Final Paper template under “Final Paper” heading and start rough draft</li> <li>✓ <b>Friday 11:59 PM:</b> Make a Journal entry!</li> </ul>	
<p>Lesson 7 10/2 – 10/8</p>	<p>Rough draft due next week, Friday, October 16 by 11:59 PM</p> <ul style="list-style-type: none"> <li>✓ <b>Tuesday 11:59 PM:</b> Read two articles</li> <li>✓ <b>Tuesday 11:59 PM:</b> Submit Weekly Reflection</li> <li>✓ <b>Tuesday 11:59 PM:</b> Submit Weekly Video</li> <li>✓ <b>Friday 11:59 PM:</b> Review Lesson 7 PPT on Athletes in Sport Diplomacy</li> <li>✓ <b>Friday 11:59 PM:</b> Take Lesson 7 Quiz</li> <li>✓ <b>Friday 11:59 PM:</b> Make a Journal entry!</li> </ul>	<p>“The African footballer as visual object and figure of success: Didier Drogba and social meaning” by Daniel Künzler and Raffaele Poli</p> <p>“Sport, Diplomacy, and the Role of an Athlete as Ambassador” by Liang-Huan Lu and Golf in Taiwan</p>
<p>Lesson 8 10/9 – 10/15</p>	<p><b>Rough draft of final paper due Friday, October 15 by 11:59 PM</b></p> <ul style="list-style-type: none"> <li>✓ <b>Tuesday 11:59 PM:</b> Read article on Culture</li> <li>✓ <b>Tuesday 11:59 PM:</b> Submit Weekly Reflection</li> <li>✓ <b>Tuesday 11:59 PM:</b> Submit Weekly Video</li> <li>✓ <b>Friday 11:59 PM:</b> Review Lesson 8 PPT on Culture</li> <li>✓ <b>Friday 11:59 PM:</b> Take Lesson 8 Quiz</li> <li>✓ <b>Friday 11:59 PM:</b> Submit rough draft of final paper</li> </ul>	<p>“Culture” by Kevin Avruch</p>

	<ul style="list-style-type: none"> <li>✓ <b>Friday 11:59 PM:</b> Make a Journal entry!</li> </ul>	
Lesson 9 10/16 – 10/22	<ul style="list-style-type: none"> <li>✓ <b>Tuesday 11:59 PM:</b> Read Chapter 9 and article on US-Iran</li> <li>✓ <b>Tuesday 11:59 PM:</b> Submit Weekly Reflection</li> <li>✓ <b>Tuesday 11:59 PM:</b> Submit Weekly Video</li> <li>✓ <b>Friday 11:59 PM:</b> Review Lesson 9 PPT on Iran</li> <li>✓ <b>Friday 11:59 PM:</b> Take Lesson 9 Quiz</li> <li>✓ <b>Friday 11:59 PM:</b> Make a Journal entry!</li> <li>✓ <b>Friday 11:59 PM:</b> Complete the Wiki titled, “Appointment for Rough Draft Feedback” to schedule your Zoom meeting with me</li> </ul>	<p>Chapter 9 in Esherick et al.: “Wrestling with Diplomacy: The United States and Iran” by Soolmaz Abooli</p> <p>“Sport diplomacy between the United States and Iran” by H.E. Chehabi</p>
Lesson 10 10/23 – 10/29	<ul style="list-style-type: none"> <li>✓ <b>Tuesday 11:59 PM:</b> Read Chapter 11</li> <li>✓ <b>Tuesday 11:59 PM:</b> Submit Weekly Reflection</li> <li>✓ <b>Tuesday 11:59 PM:</b> Submit Weekly Video</li> <li>✓ <b>Friday 11:59 PM:</b> Review Lesson 10 PPT on Sudan</li> <li>✓ <b>Friday 11:59 PM:</b> Take the Lesson 10 Quiz</li> <li>✓ <b>Friday 11:59 PM:</b> Make a Journal entry!</li> </ul>	<p>Chapter 11 in Esherick et al.: “South Sudan's Quest for International Acceptance and Internal Identity Through Sport: “We are Going to Take Care of Her Like a Daughter”” by Myles Schrag</p>
Lesson 11 10/30 – 11/5	<ul style="list-style-type: none"> <li>✓ <b>Tuesday 11:59 PM:</b> Read Chapter 12 and article</li> <li>✓ <b>Tuesday 11:59 PM:</b> Submit Weekly Reflection</li> <li>✓ <b>Tuesday 11:59 PM:</b> Submit Weekly Video</li> <li>✓ <b>Friday 11:59 PM:</b> Review Lesson 11 PPT on South-North Korea</li> <li>✓ <b>Friday 11:59 PM:</b> Take the Lesson 11 Quiz</li> <li>✓ <b>Friday 11:59 PM:</b> Make a Journal entry!</li> </ul>	<p>Chapter 12 in Esherick et al.: “Sport as a Political Strategy in South-North Korean Relations”</p>

Lesson 12 11/6 – 11/12	<ul style="list-style-type: none"> <li>✓ <b>Tuesday 11:59 PM:</b> Read article by Murray</li> <li>✓ <b>Tuesday 11:59 PM:</b> Submit Weekly Reflection</li> <li>✓ <b>Tuesday 11:59 PM:</b> Submit Weekly Video</li> <li>✓ <b>Friday 11:59 PM:</b> Review Lesson 12 PPT</li> <li>✓ <b>Friday 11:59 PM:</b> Take the Lesson 12 Quiz</li> <li>✓ <b>Friday 11:59 PM:</b> Make a Journal entry!</li> </ul>	“The Two Halves of Sports-Diplomacy” by Stuart Murray
Lesson 13 11/13 – 11/19	<ul style="list-style-type: none"> <li>✓ <b>Tuesday 11:59 PM:</b> Read article by Jackson</li> <li>✓ <b>Tuesday 11:59 PM:</b> Submit Weekly Reflection</li> <li>✓ <b>Tuesday 11:59 PM:</b> Submit Weekly Video</li> <li>✓ <b>Friday 11:59 PM:</b> Review Lesson 13 PPT</li> <li>✓ <b>Friday 11:59 PM:</b> Take the Lesson 13 Quiz</li> <li>✓ <b>Friday 11:59 PM:</b> Make a Journal entry!</li> </ul>	“The Contested Terrain of Sport Diplomacy in a Globalizing World” by Steven Jackson
Lesson 14 11/20 – 11/26	<ul style="list-style-type: none"> <li>✓ <b>Tuesday 11:59 PM:</b> Complete Weekly Reflection</li> <li>✓ <b>Rest of week:</b> Work on Final Paper!!</li> </ul> <p style="text-align: center;"><b>😊 LIGHT WEEK FOR THANKSGIVING BREAK 😊</b></p>	
Lesson 15 11/27– 12/3	<ul style="list-style-type: none"> <li>✓ <b>Tuesday 11:59 PM:</b> Read article by Murray</li> <li>✓ <b>Tuesday 11:59 PM:</b> Complete Weekly Reflection</li> <li>✓ <b>Tuesday 11:59 PM:</b> Complete Weekly Video</li> <li>✓ <b>Friday 11:59 PM:</b> Review Lesson 15 PPT</li> <li>✓ <b>Friday 11:59 PM:</b> Take Lesson 15 Quiz</li> </ul>	“Moving beyond the Ping-Pong table: Sports diplomacy in the modern diplomatic environment” by Stuart Murray

Lesson 16 12/7	<p style="text-align: center;"><b><i>Final Paper &amp; Video Presentation Due Tuesday, December 7 by 11:59 PM</i></b></p> <ul style="list-style-type: none"> <li>• Grades for final paper will be submitted on Blackboard by Saturday, December 11.</li> <li>• Grades for course will be submitted on PatriotWeb <i>only</i> by Monday, December 13.</li> </ul>	

## 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.

### *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 <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/>
- 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).

Students are expected to exhibit professional behavior and dispositions at all times. For additional information on student policies and procedures, please review the following link: <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.

