

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

SPMT 302.001 – Philosophical and Ethical Dimensions of Sport
3 credits, Spring 2022
Mondays, 12:00-1:15 p.m., Krug Hall 253—Fairfax Campus, Hybrid
Wednesdays, Online Asynchronous

Faculty

Name: Dr. R. Pierre Rodgers
Office Hours: MR 2:00p-3:00p; and By Arrangement
Office Location: Katherine G. Johnson Hall TBA (Science and Technology Campus); Krug Hall 211G (Fairfax Campus)
Office Phone: 703.993.8317
Email Address: prodgers@gmu.edu

Prerequisites/ Corequisites

None

Course Description

Investigates moral issues in sport and judgments about right and wrong behavior among athletes, coaches, spectators, and others. Offered by School of Sport/Rec/Tour Mgmt. Limited to three attempts.

Learner Outcomes and Course 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.

Course Delivery Method

This course will be delivered in a hybrid format, 50% synchronous in person on **Mondays at 12:00-1:15 p.m.**; and primarily 50% asynchronous for the rest of the week. Occasional synchronous class meetings may occur on an as-needed basis. The course asynchronous

format will be delivered via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason login name (everything before @masonlive.gmu.edu) and 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.

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://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
 - *Apple Quick Time Player*: 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 several 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 entirely 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. Due to the online nature of the course, many activities will be self-paced. However, Discussion Board Reactions and some assignments are time-restricted. Assignments can be turned in prior to the due date, but must be turned by the due date. **NO LATE WORK** will be accepted!

Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course related issues. While campus is closed, plan to 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.

Required Readings

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

Online articles on Blackboard.

Course Performance Evaluation

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 discussion, and fulfill assignments. Assignments must be turned in on blackboard by midnight on the specified due date or **no credit will be given**. Assignments have been scheduled in advance to provide you with sufficient time to complete the assignment. Only students with emergencies, documented medical excuses, or University sponsored functions (discussed with the professor in advance) will be considered for exception. Please see the professor for individual clarifications. All written work must be typed and follow APA guidelines. It is recommended that students make copies of all submitted work.

Assignments

1. Participation and attendance (10%)

Because of the importance of lecture and discussion to your total learning experience, you are encouraged to attend and participate in class regularly. Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These elements of your behavior will reflect the professional attitude of the course and will account for 10% of your course grade. Students who must miss a class must notify the instructor (preferably in advance) and are responsible for completing all assignments and readings for the next class.

2. Weekly Reading Reflections (10%)

As an additional form of class participation, students are expected to post weekly brief reflections on the assigned course readings. Students are encouraged to use these weekly reflections to raise questions and make connection between the course content and their own experiences. Reflections are to be posted on Blackboard under the Discussion Board by **midnight on Sunday** prior to each class. Reflections should be at least 3-5 sentences long and consist of (1) a reflection on interest (e.g., what did you find most interesting about the readings?), (2) a reflection on experience (e.g., what did you connect with the most from the readings?), and (3) a list of 3-5 questions about the readings.

There will be a total of 10 reflections consisting of Week 1 Introductions Discussion Board activity and Chapter 1-9 from the text.

3. Scholarly Article Virtual Video Critique (15%)

You will analyze and present an article that demonstrates a current issue in sport ethics. The main goal of this activity is to highlight how you interpret the article while clearly and precisely present your thoughts and ideas for the class. Possible articles will be posted on blackboard. Other articles are allowed only after approval from your professor (you must be sure to get approval prior to starting the assignment).

Submission Outline and Expectations:

- Create and upload a short video presentation (e.g., narrated powerpoint, Prezi) of your critique on the Discussion Board; use screen capture tools (e.g., Kaltura, loom). You can choose to be on camera, or not, your choice.
- In your video, present a brief introduction of the author(s) to place the work in context (background, current position, etc.).
- Describe and critique the article's content, and whether the article seems trustworthy, consistent, and credible. Use the term and concepts from class.
- Be creative and engaging; keep your presentation to no more than 10 minutes.
- Post your video on the Discussion Board titled "Virtual Video Presentations" on **Monday, Apr. 11 by Midnight**.
- This portion of the assignment is worth 10% of your grade.

Peer Responses Outline and Expectations:

- Provide feedback for your peer comments and questions under your presentation. Other students are required to post short feedback for you.

- Post your peer reviews on the same Discussion Board on **Wednesday, Apr. 13 by Midnight**.
- This portion of the assignment is worth 5% of your grade.

4. Content Quizzes (45%; 15% each)

There will be a total of 3 quizzes outlining the content from 3 chapters of reading (i.e., quizzes are not cumulative). Quizzes will take place on Monday **February 21, March 28, and April 18** in place of our actual class meeting. Quizzes will be open from 9:00am – 9:00pm. It is expected that quizzes will be an individual effort.

5. Scholarly Ethical Final Paper (20%)

This assignment consists of three parts: the topic of interest submission (5%), the check-in submission (5%), and the final paper submission (10%). See Blackboard under assignments for guidelines, rubrics, and other important information under the “Assignments” tab.

Grading

Grading (Assignments Outline)	
Participation	10
Weekly Reading Reflections	10
Virtual Video Critique	15
Quizzes (x3)	45
Final Scholarly Paper	20
Total	100

Grading Scale (as %)		
A = 95-100	A- = 90-94	B+ = 88 -89
B = 83 - 87	B- = 80 - 82	C+ = 78 -79
C = 73 - 77	C- = 70 - 72	D = 60 - 69
F = 0 - 59		

Professional Dispositions

Students are always expected to exhibit professional behaviors and dispositions. See <https://cehd.gmu.edu/students/policies-procedures/>

Tentative Course Outline

Week	Date	Topic	Readings	Assignment Due
1	Jan. 24	Introduction to Philosophy and Ethics in Sport <i>Acquire textbook</i>		Discussion Board Introductions Due: Wednesday, Jan. 27 by Midnight Peer Responses Due: Friday, Jan. 29 by Midnight

2	Jan. 31	Introduction to Moral Reasoning	Chapter 1	
3	Feb. 7	Ethical and Unethical Behavior in Sport	Chapter 2	
4	Feb. 14	Moral Education and Development through Sport <i>Quiz 1 Discussion</i> <i>Paper Topics Discussion</i>	Chapter 3	
5	Feb. 21			Quiz 1
6	Feb. 28	Performance Enhancement Issues in Sport	Chapter 4	Scholarly Paper Topics Due: Wednesday , Mar. 3 by Midnight
7	Mar. 7	Violence in Sport: Ethically Acceptable Boundaries	Chapter 5	
8	Mar. 14	SPRING BREAK—NO CLASS		
9	Mar. 21	Race Equity in Sport <i>Quiz 2 Discussion</i> <i>Paper Check-in Discussion</i>	Chapter 6	
10	Mar. 28			Quiz 2
11	Apr. 4	Gender Equity in Athletics and Title IX	Chapter 7	Scholarly Paper Check-in Due: Monday , Apr. 4 by Midnight
12	Apr. 11	Ethical Issues in Interscholastic and Intercollegiate Sport	Chapter 8	

13	Apr. 18	Ethical Decision Making of Sport Managers <i>Quiz 3 Discussion</i> <i>Final Paper Discussion</i>	Chapter 9	Virtual Video Critique Due: Monday , Apr. 18 by Midnight Peer Responses Due: Wednesday , Apr. 20 by Midnight
14	Apr. 25			Quiz 3
15	May 2	<i>Work on Final Papers</i>		
15	May 11 – 18	Final Week Exam Period		Final Paper Due: Wednesday, May 16 by Midnight

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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. 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.

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

Participation and Attendance Rubric

<p>Distinguished 10 points</p>	<p>The student attends all classes, is on time, is prepared, and follows outlined procedures in case of absence. The student actively participates in all Discussion Board activities and assignments and are turned in on time. The student actively participates and supports the members of the learning group and the members of the class.</p>
<p>Proficient 8-9 points</p>	<p>The student attends all classes, is on time, is prepared, and follows outlined procedures in case of absence. The student actively participates in all Discussion Board activities and assignments and are turned in on time. The student makes some contributions to the learning group and class.</p>
<p>Basic 7 points</p>	<p>The student is not frequently on time, prepared for class, and/or participates in group and class discussions. The student actively participates in most Discussion Board activities and assignments and are turned in on time. The student attends all classes and if an absence occurs, the procedure outlined in this section of the syllabus is followed. The student makes minimal contributions to the learning group and class.</p>
<p>Unsatisfactory 6 points or less</p>	<p>The student is late for class. Absences are not documented by following the procedures outlined in this section of the syllabus. The student is not prepared for class and does not actively participate in discussions.</p>
<p><i>Note.</i> These points add up to the total point value of the assignment.</p>	

Weekly Reflections Rubric

Distinguished 10 points	The student submits ALL reflections (interest and experience) and 3-5 well thought out discussion questions related to the readings for each session.
Proficient 8-9 points	The student submits MOST reflections (interest and experience) and 3-5 well thought out discussion questions related to the readings for each session.
Basic 7 points	Reflections lacking detail (interest and experience) and less than 3 discussion questions are submitted and/or are submitted infrequently.
Unsatisfactory 6 points or less	Reflections and discussion questions are frequently not submitted.
<i>Note.</i> These points add up to the total point value of the assignment.	