

George Mason University
College of Education and Human Development
Sport Management

SPMT 620.002 – Ethical Issues in Global Sport
3 Credits, Spring 2022
R 4:30 – 7:10p Thompson Hall 1018, Fairfax Campus

Faculty

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Prerequisites/Corequisites

Graduate Standing

University Catalog Course Description

Investigates moral issues in sport, and judgments about right and wrong behavior among organizations, athletes, coaches, spectators, and others at the global level. Offered by School of Sport/Rec/Tour Mgmt. May not be repeated for credit.

Course Overview

This course examines moral and political issues in sport from a global perspective. The primary intent is to gain an understanding of the ethical dimensions of sport and the ideological role it plays in international affairs and athletic competitions. Secondary readings, lectures, and discussions will be utilized to analyze the above topics.

- 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.

Course Delivery Method

This course will be delivered using a lecture/seminar format.

Learner Outcomes or Objectives

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

1. Understand the institution of sport and promotion of national ideology.

2. Explain the interconnection between American sport and international affairs.
3. Identify the relationship among ideological hegemony, the media, and sport.
4. Explain how sport has served as a site for agency, resistance, and transformation.
5. Demonstrate the legacy of gender and racial inequality in sport from a global perspective.
6. Understand the moral imperative of correct action in international sport.

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

Dichter, H. L., & Johns, A. L. (Eds.). (2014). *Diplomatic games: Sport, statecraft, and international relations since 1945*. University Press of Kentucky. https://wrlc-gm.primo.exlibrisgroup.com/permalink/01WRLC_GML/1giah39/alma9912362452604101

Laderman, S. (2014). *Empire in waves: A political history of surfing*. University of California Press. https://wrlc-gm.primo.exlibrisgroup.com/permalink/01WRLC_GML/1giah39/alma9946905987204105

Markovits, A. S., & Rensmann, L. (2010). *Gaming the world: How sports are reshaping global politics and culture*. Princeton University Press. https://wrlc-gm.primo.exlibrisgroup.com/permalink/01WRLC_GML/1prj2t5/alma9912563691804101

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

- **Assignments and/or Examinations**

- Annotated Bibliography 100 points
- Participation and Discussion 100 points
- Critiques 100 points
- Total Points: 300 points

- *Readings:* Students are expected to read the assigned material prior to the beginning of the class to which it is assigned. This is crucial for meaningful and informed discussions (which will be a very significant component of this course). Please bring assigned readings to class.
- *Discussions:* Students are expected to actively participate in class discussions. This requires that students come prepared to discuss the readings and issues or questions they raise in a respectful and intellectual manner.
- *Critiques:* Students are expected to provide the theme of the previous week's readings. In addition, they are to provide detailed analysis of both the strengths and weaknesses of the readings. Critiques should be approximately one page, double-spaced in length.
- *Annotated Bibliography:* Students are expected to complete an annotated bibliography of 25 articles and/or book chapters from edited anthologies that deal with moral and political issues in global sport. The articles must have been published in scholarly journals, including for example the *Journal of Sport History*, *The International Journal of the History of Sport*, *Journal of Contemporary History*, *Cold War History*, *Diplomatic History*, *Olympika: The International Journal of Olympic Studies*, *Canadian Review of American Studies*, and *Sport History Review*. The summary for each scholarly article and book chapter should be approximately half a page single-spaced and include the theme and what you view as its strengths and weaknesses.

- **Grading**

Grading Scale

A = 270-300 F = 0-209

B = 240-269

C = 210-239

Professional Dispositions

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

Class Schedule

Date		Assignment	Reading
January	27	Syllabus, requirements, and overview	

Date		Assignment	Reading
February	3	“A Game of Political Ice Hockey”; “How Surfing Became American”; “Going Global—Sports, Politics, and Identities”	Dichter and Johns, pp. 19-51. Laderman, pp. 8-40. Markovits and Rensmann, 1-42.
	10	“Steadfast Friendship and Brotherly Help”; “A World Made Safe for Discovery”; “The Emergence of Global Arenas”	Dichter and Johns, pp. 53-84. Laderman, pp. 40-60. Markovits and Rensmann, pp. 43-106.
	17	“Welcoming the ‘Third World’”; “Paradise Found”; “The Transatlantic Transfer of Sports and Their Cultures”	Dichter and Johns, pp. 85-114. Laderman, pp. 61-90. Markovits and Rensmann, pp. 107-156.
	24	“Forging Africa-Caribbean Solidarity within the Commonwealth?”; “When Surfing Discovered It Was Political”; “A Silent ‘Feminization’ of Global Sports Cultures”	Dichter and Johns, pp. 117-149. Laderman, pp. 91-130. Markovits and Rensmann, pp. 157-206.
March	3	Out of Class Assignment-Work Individually on Annotated Bibliography	
	10	“Peronism, International Sport, and Diplomacy”; “Industrial Surfing”; “A Counter-Cosmopolitan Backlash?”	Dichter and Johns, pp. 151-182. Laderman, pp. 131-153. Markovits and Rensmann, pp. 207-270.
	17	SPRING BREAK	
	24	“A More Flexible Domination”; “A New Millennium; “The Limits of Globalization”	Dichter and Johns, pp. 183-214. Laderman, pp. 154-164. Markovits and Rensmann, pp. 271-315.
	31	“The Cold War Games of a Colonial Latin American Nation”; “Our Way of Life against Theirs”; “Conclusion”	Dichter and Johns, pp. 217-249 and 251-296. Markovits and Rensmann, pp. 316-326.
April	7	“Fuzz Kids” and “Musclemen”; “The White House Games”	Dichter and Johns, pp. 297-326 and 327-357. Selection of Outstanding Article (2)
	14	“Reclaiming the Slopes”; “Politics First, Competition Second”	Dichter and Johns, pp. 361-384 and 385-407. Selection of Outstanding Article (2)
	21	“Reds, Revolutionaries, and Racists”; “Conclusion. Fields of Dreams and Diplomacy”	Dichter and Johns, pp. 409-430 and 431-446.

Date		Assignment	Reading
			Selection of Outstanding Article (2)
	28	Out of Class Assignment—Work Individually on Annotated Bibliography	
May	5	Conclusion and Submission of Annotated Bibliography	

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/>.