

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

SPMT 440 (DL1) – Global Perspectives in Sport
3 Credits, Fall 2022
Online

Faculty

Name: Julie Aylsworth, Ph.D.
Office Hours: By appointment (via Zoom or in-person) Monday-Friday
Office Location: 211B Krug Hall, Fairfax Campus
Office Phone: 703-993-7608
Email Address: jaylsw@gmU.edu

Prerequisites/Corequisites

SPMT 201 Introduction to Sport Management and completion of 60 hours.

University Catalog Course Description

This course is an interdisciplinary examination of sport as a global phenomenon. Historical, cultural, economic and governance perspectives are considered.

Course Overview

The learning experiences in this course are afforded through assignments, online learning modules, readings, film and video material. The following requirements reflect the demands of the course. Students will be expected to respect the following policies:

- Official e-mail communications from the instructor will be sent only to students' GMU-assigned e-mail addresses. Students are responsible to check their e-mail inbox and to ensure that it is working and there is room to receive incoming correspondence.
- All assigned readings for each week are to be completed prior to completing online modules.
- Students will abide by the Mason Honor Code, guided by the spirit of academic integrity.
- No grades or discussion of grades or grade appeals will be carried out over email due to its impersonal nature and security issues. Students can discuss their grades with the instructor over the phone or in person.
- There will be no make-up assignments given without a valid university excuse. The instructor should be notified 24 hours in advance. The excuse must be written and documented.
- Arrangements for approved make-up assignments should be initiated by the student with the instructor.

Course Delivery Method

This course will be delivered online using an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before "@masonlive.gmu.edu) and email password. The course site will be available **online August 22, at midnight**.

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). To get a list of Blackboard's supported browsers see:
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
- 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:** Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday morning and finish on Sunday night at 11:59pm.
- **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 four 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. **Note:** The reaction papers are only active for one week. Once the deadline for submission has passed, the assignment is no longer available for completion. If you miss one deadline, you may ask for an extension without needing extenuating circumstances; anything beyond one will need further explanation and discussion with me.
- **Instructor Support:** Students are encouraged to schedule one-on-one meetings 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.
- Gender identity and pronoun use: If you wish, please share your name and gender pronouns with me and how best to address you in class and via email. I use she/her/hers for myself and you may address me as “Dr./Prof. Aylsworth” or “Dr./Prof. A” in email and verbally.

Learner Outcomes or Objectives

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

1. Analyze and understand the history and cultural significance of international sport.
2. Examine the role of sport in global politics.
3. Examine how global politics impacts international sport operations.
4. Explore sport based cultures in societies outside the United States.
5. Examine the various models of sport organization and governance internationally.
6. Explore the role of the media in international sport.
7. Examine the ways in which international sport is managed and marketed.
8. Understand the role of sport in economic development.

Professional Standards

Courses offered in the Sport Management (SPMT) undergraduate program are guided by the principles of the Commission of Sport Management Accreditation (COSMA). COSMA (2010, 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. (2010, June). Accreditation principles and self-study preparation. Retrieved August 18, 2014 from <http://cosmaweb.org/accredmanuals>

Required Texts

Foer, Franklin (2010). *How Soccer Explains the World: An Unlikely Theory of Globalization*. New York, NY: HarperCollins Publishers. (**This book is abbreviated HSETW in the course outline**)

Kuper, Simon (2006). *Soccer Against the Enemy: How the World’s Most Popular Sport Starts and Fuels Revolutions and Keeps Dictators in Power*. New York, NY: Nation Books. (**Abbreviated SATE**)

Other required readings will be distributed via Blackboard.

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	% of Grade
<p>Online Learning Modules & Discussion Board Participation: Each week, students are required to complete the week's reading in the books as well as work through online learning modules (videos and/or additional readings). Upon completion of the readings and module, students are required to engage in online discussions every other week (six total). Each student must start a new thread for every bi-weekly discussion assignment (due by Friday), posing a thoughtful discussion question or discussing some aspect of the week's assignments that were interesting, unique, etc. Additionally, students will also respond to at least one classmate's thread, with a supporting outside reference (due by Sunday). More instructions can be found in the Discussion Board.</p>	30
<p>Online Learning Modules & Reaction Papers: Students are required to work through online learning modules and complete six (6) 2-page reaction papers demonstrating comprehension of the materials contained in the modules as well as book chapters assigned. More instructions and each paper's detailed question can be found in the weekly module.</p>	30
<p>International Sport Organization Paper: Students will write a 10-15 page paper describing an international sport organization. (<u>Instructor must approve the org in advance.</u>) The paper will include a brief history, the organization's mission/aim/purpose, and its position in the global community. The remainder of the paper, and the majority of the whole paper, will focus on the strategic decisions that the organization is facing. You will address key strategic issues, which can include bidding process/venues, marketing, media, cultural issues, and ethical concerns like gender equity, social/racial justice, the environment, sustainability, and human rights. Your paper will conclude with recommendations for the organization's evolution and success in the 21st century. Further instructions are provided on Blackboard.</p>	25
<p>International Sport Organization Draft: Students will submit a draft of the above assignment midway through the semester. Draft should reflect all required aspects of the international sport organization paper.</p>	15
Total	100

• Grading

The final grade in percentage terms will be converted to a letter grade per the following scale:

A = 94% and above	B+ =88-89%	C+ =78-79%	D =60-69%
A- = 90-93%	B =84-87%	C =74-77%	
	B- =80-83%	C- =70-73%	F = <60%

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See

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

Class Schedule

Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date	Topic	Readings and Assignments
Aug. 22-28	Europe 1 – Eastern Europe and the Eternal Combination of Politics, Nationalism and Sport	Chapter 1: How Soccer Explains The World (HSETW) & module materials Discussion Thread/Responses #1
Aug. 29-Sept. 4	Europe 2 – Western Europe: Battlefield for Human Civilizations; England and Germany: Football Giants with their Own Issues	Chapter 4: HSETW Chapter 3: Soccer Against The Enemy (SATE) & module materials Reaction Paper 2
Sept. 5-11	Europe 3 - Southern Europe: Ticki-Tacka and the Beautiful Game in Italy and Spain	Chapters 7 & 8: HSETW & module materials Discussion Thread/Responses #3
Sept. 12-18	Europe 4 - Religion, Sports and Violence; Can We All Just Get Along?	Chapter 2: HSETW Chapter 18: SATE & module materials Reaction Paper 4
Sept. 19-25	Latin America 1 – Brazil: How to Work for Free and Still Govern in South America	Chapter 5: HSETW Chapter 17: SATE & module materials Discussion Thread/Responses #5
Sept. 26-Oct. 2	Latin America 2 - Corruption and Sports; Argentina, Columbia, Bolivia, Dominican Republic & Cuba	Chapter 16: SATE & module materials Reaction Paper 6
Oct. 3-9	International Sport Org paper work (Module 7 – no videos/readings)	Your international sport organization paper draft must be submitted via Bb no later than Oct. 9
Oct. 10-16	Africa 1 – The Lesser Known Side of Africa	Articles and Videos Provided in Module Discussion Thread/Responses #8
Oct. 17-23	Africa 2 – The Last Frontier for Everything, Including Soccer	Chapters 12 & 13: SATE & module materials Reaction Paper 9
Oct. 24-30	Middle East - The Power of Sport in the Most Radical of Places	Chapter 9: HSETW Chapter 21: SATE & module materials Discussion Thread/Responses #10
Oct. 31-Nov. 6	China - All for One and One for All; The Next Soccer Superpower?	Articles and Videos Provided in Module Reaction Paper 11
Nov. 7-13	India - The Historical Challenges of Sport in India	Articles and Videos Provided in Module Discussion Thread/Responses #12
Nov. 14-20	Sport in War Torn Regions - Attempts to Harness the Power of Sport for Positive Change	Articles and Videos Provided in Module Reaction Paper 13
Nov. 21-Dec. 3	Independent Writing – Int'l Sport Org Paper	
Sunday, Dec. 4	International Sport Org Papers Due by 11:59pm	

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 (see <https://catalog.gmu.edu/policies/honor-code-system/>)).
- 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 <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, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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/>.

