

George Mason University
College of Education and Human Development
Sport Management

SPMT 304.002—Sport, Culture, and Society
3 Credits, Spring 2023

Tuesdays 10:30 a.m. – 11:45 a.m., Thompson Hall L028, Fairfax Campus, Hybrid
Thursdays, Online Asynchronous

Faculty

Name: Dr. R. Pierre Rodgers
Office Hours: T 2:00p-3:00p; and By Arrangement
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Prerequisites/Corequisites

None

University Catalog Course Description

Analyzes sport from educational, political, economic, and cultural perspectives.

Course Description

This course examines the role of sport in contemporary American society. Through the utilization of scholarly interpretations, students examine the way sport is linked to the structure and dynamics of social life. Particular attention is devoted to an analysis of the interrelationship between sport, society, social organization, and social change.

Learner Outcomes and Course Objectives

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

1. [know] how and why sport, in general, and certain sports in particular, have been created and organized in certain ways;
2. [know] the connection between sports and other spheres of social life, such as family, education, politics, the economy, the media, and religion;
3. [know] how sports and sport participation inform the way people think about their own bodies and about gender, social class, race and ethnicity, and disability;
4. [know] the social organization, group behavior, and social interaction patterns that exist within sport settings;

5. [know] the cultural, structural, and situational factors affecting sports and sport experiences; and
6. [know] the social processes that occur in conjunction with sports (e.g., socialization, competition, cooperation, conflict, social stratification, social change).

Course Delivery Method

This course will be delivered in a hybrid format, 50% synchronous in person on **Tuesdays at 10:30-11:45 a.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

Coakley, J. (2021). *Sports in society: Issues and controversies* (13th ed.). New York: McGraw-Hill.

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

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**

Grades will be assigned on the basis of three tests at 20%, 20%, and 20% (60% total); four quizzes (announced or not) weighted at 20%; and an in-class presentation makes up the final 20%. The examinations will be based on class lectures, discussions, required readings, and required film screenings. Test items will be of the multiple choice, true-false, and/or short answer variety. Quizzes will likely be based on assigned films along with course readings.

There will be at least four sport-based films used in the course: *The Sandlot*, *Any Given Sunday*, *Remember the Titans*, and *Go Tigers!*. You are required to screen the films *before* the particular class session in which the movie accompanies a chapter reading. If you experience difficulty in accessing any of the films, let me know in advance.

- **Other Requirements**

1. **Participation.** Attendance and punctuality are essential for success in this class. Much of your work is based on information from the lectures and participation in class discussions. Your absences and/or tardiness will affect your general progress and that of your classmates. Zero to one cut will result in no penalty unless they occur on a day when you are assigned to present a project or complete an assignment. Students who arrive late or leave early will be counted as absent. Some absences may be excused provided prior arrangement is made with me. Examples of excused absences may be for medical reasons or field trips in other courses and will be allowed only at my discretion. Students who stop coming to class without discussing the matter with me will receive a failing grade. Should you miss an assignment due to absence, you will be allowed to make it up provided that you have written documentation regarding the nature of the absence.
2. **Written Assignments.** Written assignments will be expected to demonstrate college-quality writing. In-class writing will not be stringently evaluated, but ALL work prepared outside of class (papers) 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.
3. **Papers/abstracts/written assignments not turned in on the specified day** will be given a grade lower than the one deserved. For example, an “A” assignment submitted late will be given a grade of “B.” No written work will be accepted later than one week after it is due.
4. **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.

5. 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.

- **Grading**

Grades will be assigned on the basis of three tests at 20%, 20%, and 20% (60% total); four quizzes (announced or not) weighted at 20%; and the in-class participation makes up the final 20%.

| Grading (Assignments Outline) | |
|--------------------------------------|------------|
| Test 1 | 20 |
| Test 2 | 20 |
| Test 3 | 20 |
| Quizzes (x4) | 20 |
| In-Class Presentation | 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/polices-procedures/>

Tentative Course Outline

| Week | Date | Topic | Readings | Assignment Due |
|-------------|-------------|---|-----------------|-----------------------|
| 1 | Jan. 24 | Introduction to Sport, Culture, and Society <i>Acquire textbook</i> | | |
| 2 | Jan. 31 | Sociology of Sport and Defining Sport | Chapter 1 | |
| 3 | Feb. 7 | Sports and Socialization; Video: <i>The Sandlot</i> (You are to have watched <i>The Sandlot</i> before this class session.) | Chapter 3 | |
| 4 | Feb. 14 | Sports and Socialization; Video: <i>The Sandlot</i> (You are to have watched <i>The Sandlot</i> before this class session.) | Chapter 3 | |
| 5 | Feb. 21 | Sports and Children | Chapter 4 | |

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|----|---------|---|------------|---------------------|
| 6 | Feb. 28 | Deviant Behavior and Sports (You are to have watched <i>Any Given Sunday</i> BEFORE this class session.) | Chapter 5 | |
| 7 | Mar. 7 | TEST 1 | | Chapters 1, 3, 4, 5 |
| 8 | Mar. 14 | SPRING BREAK—NO CLASS | | |
| 9 | Mar. 21 | Aggression and Sports | Chapter 6 | Group Presentations |
| 10 | Mar. 28 | Gender and Sports | Chapter 7 | Group Presentations |
| 11 | Apr. 4 | Race and Sports (You are to have watched <i>Remember the Titans</i> BEFORE this class session.) | Chapter 8 | Group Presentations |
| 12 | Apr. 11 | Social Class and Sports | Chapter 9 | Group Presentations |
| 13 | Apr. 18 | TEST 2 | | Chapters 6, 7, 8, 9 |
| 14 | Apr. 25 | Sports and Politics | Chapter 13 | Group Presentations |
| 15 | May 2 | Sports and Schools (High School, College); Video: <i>Go Tigers!</i> | Chapter 14 | Group Presentations |
| 15 | May 16 | TEST 3 (TUESDAY) 10:30 a.m. – 1:15 p.m. | | Chapters 13, 14 |

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/>.

Presentation Rubric

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| <p>Distinguished 18-20 points</p> | <p>Presentation content shows a thorough understanding of the topic. Substantive research effort is evident in locating relevant information and facts. Content is accurate and sequenced in a clear, logical way. All required elements are included and sources are properly cited (APA 6th ed.). Slides are visually well designed, aesthetically pleasing with appropriate use of white space, visuals, and minimal text, on each slide. Color and animations are used judiciously. Theme (e.g., template) is evident throughout to produce a highly cohesive presentation. Basically free from errors (grammar, punctuation, spelling, formatting, etc.) on the slides. Highly effective in delivering a well-polished oral presentation within the time limit for the group to present. All group members presented equally. Preparation was strongly evident.</p> |
| <p>Proficient 16-17 points</p> | <p>Presentation content shows an adequate understanding of the topic. Some research effort is evident in locating relevant information and facts. Content is mostly accurate and reasonably organized. May contain some inconsistencies in content or some connections made may not be supported. Required elements are included and sources are properly cited (APA 6th ed.) for the most part. Slides are effectively designed with visual appeal including white space, visuals, and minimal text for the most part. Color and animations are used appropriately. Theme (e.g., template) is evident in the presentation for the most part to produce a cohesive presentation and/or minor errors (grammar, punctuation, spelling, formatting, etc.) on the slides. Effective in delivering the oral presentation demonstrating good communication skills and generally close to the time limit for the group to present. All group members presented and preparation was evident for the most part.</p> |
| <p>Basic 13-15 points</p> | <p>Presentation content shows general understanding of the topic. There is limited evidence of research in locating relevant information and facts and/or supporting statements made. Content contains some inaccuracies, inconsistencies, misinterpretations, and/or somewhat unclear. A required element may be missing and/or some sources may be improperly cited (APA 6th ed.). Slides generally include a mix of white space, visuals, and/or text but not consistently and/or some overuse or inappropriate use of color or animations. Theme (e.g., template) is not consistently evident throughout the presentation and/or some errors (grammar, punctuation, spelling, formatting, etc.) on the slides. Somewhat effective in delivering the oral presentation demonstrating average communication skills. Slightly over/under the time limit. Some members presented more than others. More preparation was needed.</p> |
| <p>Unsatisfactory 12 points or less</p> | <p>Presentation content shows a lack of understanding of the topic. There is inadequate evidence of research and insufficient relevant information and facts. Content is confusing and/or contains frequent inaccuracies. Required elements are missing and/or randomly organized. Sources, if included, generally lack proper citation format (APA 6th ed.). Slides generally lack visual appeal and are text-heavy with little or no visuals and/or exhibit an overuse of color or animations. Media, (e.g., images), if used, are rarely cited on each slide. No</p> |

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| | theme is evident and the presentation appears disjointed rather than unified and/or frequent errors (grammar, punctuation, spelling, formatting, etc.) on the slides. Ineffective in delivering the oral presentation demonstrating below average/poor communication skills. Substantially over/under the time limit to present and/or not all members presented. Lack of preparation was evident. |
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Note. These points add up to the total point value of the assignment.