

**GEORGE MASON UNIVERSITY**  
**School of Recreation, Health, and Tourism**

**SPMT 440 - 002**  
**Sport, Culture and Society (3)**  
**Spring 2012**

DAY/TIME:	F 10:30 a.m. - 1:15 p.m.	LOCATION:	University Hall 1204
PROFESSOR:	Sasha Sutherland	EMAIL ADDRESS:	ssutherl@gmu.edu
OFFICE LOCATION:	TBA	PHONE NUMBER:	703-993-2061
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**COURSE DESCRIPTION**

This course is an interdisciplinary examination of sport as a global phenomenon. Historical, cultural, political, economic, management and governance perspectives will be considered. Focus will be given to international sport leagues and teams, the globalization of sport, market dynamics, sporting goods production and U.S. based sports organizations operating internationally.

**COURSE OBJECTIVES**

At the end of the course students will be able to

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 impact international sport
4. Explore sporting 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

**COURSE OVERVIEW**

Students will explore the nature of sport in international societies through assignments, seminar discussions, film and video material and field visits where applicable. The course relies heavily on participatory dialogue as well as individual and collaborative learning.

**NATURE OF COURSE DELIVERY**

Face to face, seminar presentations and field visits where applicable.

**REQUIRED READINGS**

**Texts**

Chadwick, S. & Arthur, D. (2008). *International Cases in the Business of Sport*. Oxford: Butterworth-Heinemann.

Foer, F. (2004). *How Soccer Explains the World: An unlikely theory of globalization*. NY: HarperCollins.

**Book Chapters (Provided by Instructor)**

Cobley, A. (2010). The Caribbean. In S.W. Pope & J. Nauright (Eds.) *Routledge Companion to Sports History*. New York: Routledge.

**Articles**

Desai, A. & Vahed, G. (2010). World Cup 2010: Africa's turn or the turn on Africa? *Soccer and Society*, 11(1/2): 154-167.

Duke, V. & Crolley, L (2001). Fútbol, Politicians, and the People: Populism and politics in Argentina. *The International Journal of the History of Sport*. 18(3): 93-106.

Goig, R. L. (2008). 'Identity, nation-state and football in Spain: The evolution of nationalist feelings in Spanish football.' *Soccer & Society*. 9(1):56-63.

Griggs, G. (2006). Calypso to Collapso: The Decline of the West Indies as a Cricketing Super Power. *Journal of Sport and Social Issues* 30(3): 306-314.

James, CLR (2005) *Beyond a Boundary* London: Yellow Jersey Press

Midgett, D. (2003). Cricket and Calypso: Cultural representation and social history in the West Indies. *Sport and Society*. 6(2-3): 239-268.

Torres, C. R. (2009). What is wrong with playing high? *Journal of the Philosophy of Sport*. Vol. 36: 1-21.

**Film material**

*Freedom's Fury* ("Blood in the Water")  
*Once in a Lifetime* (New York Cosmos)  
*Invictus*  
*Fire in Babylon*

\*Supplemental required readings may be assigned on a weekly basis. All additional required readings will be available (e-journal) through the GMU Library.

## ARTICLE REVIEW

Select an article from any media source that considers a contemporary global sport topic of interest outside of the United States. Topics may span sports (cricket, hockey, tennis, etc.) as well as fields (marketing, finance, socio-political, technology, facility design, risk management, etc.). Summarize the article in no more than 2 pages by indentifying the issue and discussing its significance. Attach a hard copy of the article to your summary. Be prepared to discuss your findings in class.

## PRESENTATIONS

Students (paired) will select and research a topic covered during the course of the semester. Topics are to be submitted to the instructor by March 9, 2012 for approval and must include relevant examples in sports. Pairs will present their findings, thoughts etc. to the class on their assigned date. Presentations will be no longer than 20 minutes. Pairs must be prepared to field questions from their peers. A written presentation (1500 words) must be submitted to the instructor on the day of the presentation and must include the names of all group members who have contributed to the presentation.

**NOTE:** this is a group effort and anyone who does not contribute to the group work will be penalized. No late presentations or papers will be accepted without a valid reason for exemption.

## ASSESSMENT

This course will be assessed as indicated below and marks received will count toward your final grade.

Article Review	15%
Class Assignments and Participation	10%
Group Research Presentation	20%
Mid Term Examination	25%
Final Examination	30%
<b>TOTAL</b>	<b>100%</b>

## GRADING SCALE

A+ = 97 – 100	B+ = 87 – 89	C+ = 77 – 79	D = 60 – 69
A = 93 – 96	B = 83 – 86	C = 73 – 76	F = 0 – 59
A- = 90 – 92	B- = 80 – 82	C- = 70 – 72	

## TENTATIVE COURSE SCHEDULE

	TOPIC	READINGS/ASSIGNMENT DUE
	F	Chadwick & Arthur (C&A) and Foer (F)
January	27	Introduction and Course Overview
February	3	North America: In class Film <i>Once in a Lifetime</i> and F: chpt 10, C&A: case 19
	10	Latin America F: chpt 5, C&A: case 29, Duke & Crollev, Torres
	17	<b>Group Meetings (17th no class)</b>
	24	Europe: In Class Film <i>Freedom's Fury</i>
March	2	Europe F: chpts 2,7&8, C&A: cases 1,8,9&18
	9	<b>Mid-Term Exam</b>
	23	Asia and Caribbean C&A: cases 3, 12 & 27, Coblev, Griegs & Midgett/Film
April	6	Oceania: New Zealand and Australia/Pacific Isles C7A: cases 7 & 14/20
	13	<b>Article Reviews</b>
	20	<b>Article Reviews</b>
	27	Africa F: chpt 6, C&A case 26, Desai & Vahed
May	4	<b>Group Presentations and Written Findings (1500 words)</b>
	11	<b>Final Exam</b>

Note: Faculty reserves the right to alter the schedule as necessary.

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### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

### *Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

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.

