

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

SPMT 440 – Global Perspectives in Sport
Fall 2013

DAY/TIME:	Fridays / 10:30-1:10	LOCATION:	Innovation Hall # 133
PROFESSOR:	Oliver Weiss	EMAIL:	oweiss@gmu.edu
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OFFICE HOURS:	By Appointment	FAX:	TBA

PREREQUISITES: SPMT 201 and completion of 60 hours.

COURSE DESCRIPTION:

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

COURSE OBJECTIVES:

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.

COURSE OVERVIEW:

The learning experiences in this course are afforded through seminar discussions, lectures, readings, student presentations, assignments, film and video material. The course relies heavily on participatory dialogue as well as individual & collaborative learning. The following requirements reflect the demands of the course. Students will be expected to respect the following policies:

- 1) Punctual and regular attendance for the entire class session is expected.
- 2) Official e-mail communications from the instructor will be sent to students' GMU-assigned e-mail addresses. Students are responsible to check their e-mail inbox and to ensure that there is room to receive incoming correspondence.
- 3) All assigned readings for each class are to be completed prior to coming to class.
- 4) No cell phone use during class. Emergency use may be discussed with the instructor.
- 5) Lap tops may be used for note taking and educational purposes. However, the use of communication and entertainment devices such as iPods, cell phones, and similar devices is prohibited.
- 6) Participation in class discussions is expected and is an essential part of class.
- 7) Students will abide by the Mason Honor Code, guided by the spirit of academic integrity.
- 8) No grades or discussion of grades, test/exams or test 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.
- 9) If a student misses a class or a meeting, it is the student's responsibility to obtain missed notes and information on any assignments from a peer.
- 10) There will be no make-up exams/assignments given without a valid university excuse. The instructor should be notified at least 24 hours in advance. The excuse must be written and documented.
- 11) Arrangements for approved make-up exams and assignments should be initiated by the student with the instructor.

REQUIRED READINGS:

- 1) Li, M., McIntosh, E., & Bravo, G. (2011). *International Sport Management*. Human Kinetics.
- 2) Foer, F. (2004). *How Soccer Explains the World: An unlikely theory of globalization*. NY: HarperCollins.

Optional Articles/Book Chapters for your perusal

- Coalter, F. (2010). Sport-for-development: going beyond the boundary? *Sport in Society*, 13 (9): 1374-1391.
- Gaffney, C. (2009). Stadiums and Society in twenty-first century Buenos Aires. *Soccer and Society*, 10(2): 160-182.
- Kaplanidou, K. & Karadakis, K. (2010). Understanding the Legacies of a Host Olympic City: The Case of the 2010 Vancouver Olympic Games. *Sport Marketing Quarterly*, 19: 110-117.
- Midgett, D. (2003). Cricket and Calypso: Cultural representation and social history in the West Indies. *Sport and Society*, 6(2-3): 239-268.
- Norman, M. (2012). Saturday Night's Alright for Tweeting: Cultural citizenship, collective discussion, and the new media consumption/production of *Hockey Day in Canada*. *Sociology of Sport Journal*, 29 (3): 306-324.
- Skille, E. (2011). Sport for all in Scandinavia: sport policy and participation in Norway, Sweden and Denmark. *International Journal of Sport Policy and Politics*, 3 (3): 327-339.

EVALUATION:

Article Review:	8%/pts
Video Review:	8%/pts
Prof. Interview:	10%/pts
Class Participation:	24%/pts
Sport Systems PPT:	25%/pts
Final Exam:	25%/pts
TOTAL:	100%/pts

GRADING SCALE:

A = 94-100	B+ = 88-89	C+ = 78-79	D = 60-69
A- = 90-93	B = 84-87	C = 74-77	F = 0-59
	B- = 80-83	C- = 70-73	

Article Review (8%) - Due Oct. 1 (by emailed PDF) *

Select an article from any media source that considers a contemporary **GLOBAL** sport topic of interest. Select a topic that includes sports (cricket, hockey, tennis, etc.) as well as sport sectors (marketing, finance, development, governance, socio-political, technology, venue design, etc.). Summarize the article in no more **than 3 pages and under 500 words** by identifying the issue and analyzing its significance. Attach a hard copy of the article to your summary.

Video Review (8%) – Due Oct. 15 (by emailed PDF) *

Select a film related to **GLOBAL** sport (e.g. *Invictus*). It can be a documentary or a popular entertainment film. After watching the film, write a summary describing the plot and the significance of the film. The summary should be **no more than 3 pages and under 500 words**.

Professional Interview (10%) – Due Nov. 1 (by emailed PDF) *

Select an individual who works or has worked in the **GLOBAL** sports industry. This can be a professional athlete, a marketing manager, an executive, a coach, a facilities manager, or any other affiliate to the industry. The job has to touch an aspect of the global sports industry. If your plans are to work in the sports industry, find someone who does what you would love to do in the future. Ask questions about the nature of the work, challenges within the job, the profession or the industry, and highlights of job satisfaction and professional development. In-person interviews via a face-to-face meeting or a skype call are preferred. Phone interviews are acceptable if no FTF method is available. **No more than three pages and under 500 words**.

Class Participation (24%)

Students will be graded on their quality and frequency of questions, comments, and general participatory behavior during class. The infamous cold call is part of every class.

Comparative Sport Systems PowerPoint Presentation (25%) – Due Nov. 20 (by emailed PPT)

Select three countries from three different categories below. Compare and contrast the sport systems in a PowerPoint Presentation. Analysis can include popularity of sport(s), economic impacts, societal norms, and the organization and governance of sport. A detailed list of expected PPT mechanics will be handed out later. Choose three of the following:
Category 1: Russia, Cuba, Hungary, Turkey, Israel,

Category 2: Qatar, Saudi Arabia, United Arab Emirates, Iran, Iraq, Jordan

Category 3: China, India, Japan, Korea, Australia

Category 4: Spain, France, Germany, Italy, Sweden, Finland, Norway

Category 5: Brazil, Argentina, Colombia, Mexico, Costa Rica, Chile

Final Exam* – (25%)

A comprehensive exam of 35-50 questions will be given at the end of the course.

*= All papers should be in APA style and should include a reference section and in-text citations where needed.

TENTATIVE COURSE SCHEDULE:

Aug. 29	Course and Personal Introductions, Intro to International Sports Management, ISM, pp. 3-30
Sept. 5	ISM, pp. 31-70; HSETW: Soccer Gangster's Paradise, pp. 1-34
Sept. 12	ISM, pp. 73-98; HSETW: Celtics vs Rangers: Pornography of Sects, pp. 35-64
Sept. 19	ISM, pp. 99-134, HSETW: The Jewish Question, pp. 65-88
Sept. 26	ISM, pp. 135-154, HSETW: Sentimental Hooligans, pp. 89-114
Oct. 3	ISM, pp. 155-176, HSETW: Top Hats, pp. 115-140
Oct. 10	ISM, pp. 177-218, HSETW: Black Carpathians, pp. 141-166
Oct. 17	ISM, pp. 219-300, HSETW: New Oligarchs, pp. 167-192
Oct. 24	ISM, pp. 303-318, HSETW: Bourgeois Nationalism, pp. 193-216
Oct. 31	ISM, pp. 319-344, HSETW: Islam's Hope, pp. 217-234
Nov. 7	ISM, pp. 345-393, HSETW: American Culture War, pp. 235-248
Nov. 14	ISM, pp. 393-408, HSETW: TBA; Student Presentations
Nov. 21	ISM, pp. 409-424, HSETW: TBA; Student Presentations
Nov. 28	(T-giving Break)
Dec. 5	ISM, pp. 425-438, HSETW: TBA, Student Presentations
Dec. 12	ISM, pp. 439-458, HSETW: TBA, Student Presentations (possibly exam dates already)
Dec. 19	Exam

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- 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/policies/responsible-use-of-computing/>].
- 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.

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/>].

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

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.

