

**George Mason University**  
**College of Education and Human Development**  
**Sport Management**

SPMT 620.002 – Ethical Issues in Global Sport  
3 Credits, Spring 2018  
Thursdays 7:20pm – 10:00 pm Research Hall 201– Fairfax Campus

**Faculty**

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**Prerequisites**

Graduate student.

**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 Recreation, Health & Tourism. May not be repeated for credit.

**Course Overview**

Not Applicable

**Course Delivery Method**

This course will be delivered as a seminar.

**Learner Outcomes or Objectives:**

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

1. Demonstrate a comprehensive understanding of the intimate connection between sport and ethical and political issues.
2. Analyze critically theoretical and empirical literature relevant to the study of ethics, politics, and sport.
3. Explain the relationship between other social institutions, such as mass media, influences the connection between sport and ethical and political issues.
4. Identify instances where sport has been utilized as a site for the reinforcement of national ideology or colonialism, as well as when sport has been used as a site of resistance to such incursions.

**Professional Association Standards:**

Courses offered in the Sport and Recreation Studies (SRST) graduate 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 November 23, 2013 from <http://cosmaweb.org/accredmanuals>

### Required Texts

Scott Laderman, *Empire in Waves: A Political History of Surfing*. Berkeley: University of California Press, 2014.

Andrei S. Markovits and Lars Rensmann, *Gaming the World: How Sports Are Reshaping Global Politics and Culture*. Princeton, NJ: Princeton University Press, 2010.

Additional readings will be provided by the instructor and posted on Blackboard.

### Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and/or Examinations**

- **Evaluation:**

Assignment	Points
Attendance, Participation, Class Activities, etc.	100
Annotated Bibliography	100
Reading Critiques	100
Total	300

- **Assignments:**

- **Attendance, Participation, etc.:** This is a seminar-style course. There is **no** course without discussion. I am not going to be lecturing much (ideally, not at all). You are driving the course. I will act as a guide, a moderator, and a facilitator, but you are the driver. Deep engagement of the readings and consistent, robust participation in class discussion is required. *You literally cannot pass the course without it.* Please be prepared each week. Take notes on the readings. Prepare discussion questions for the class. Suggest outside

readings that pertain to the course's topics. Act and prepare each week as though you will have to lead the discussion.

- **Annotated Bibliography:** Your final paper assignment will be to create an annotated bibliography of at least 25 sources. Sources should be either peer-reviewed articles or chapters from edited anthologies that deal in some way with moral or political issues in global sport. You may do a broad survey of various topics in the field or concentrate on one particular theory or sport. Each annotation should include a full citation of the article or chapter in APA format as well as a half-page (single-spaced) summary and assessment of the article's topic, method, strengths, weaknesses, and conclusions.
- **Reading Critiques:** Students are expected to provide a write-up of each week's readings. The paper should be about a page (double-spaced), and should include the theme(s) of the readings, as well as a critical assessment of the work you've read. You can include things like: What are the strengths and weaknesses of the readings? Where can we challenge them, either empirically or philosophically? Do your own experiences confirm or contradict what you've read, and what does that say about where you are situated in comparison to the subjects of the texts?
- **Attendance:** Attendance in class is correlated positively with final grades and learning. Thus, Regular attendance will be taken and will also figure in to your final grade. If possible, please clear all absences with me in advance. For absences that cannot be cleared in advance, please provide documentation (doctor's note, e.g.).
- **Grading**

A	= 94 – 100	B+	= 88 – 89	C	= 70 – 79
A-	= 90 – 93	B	= 84 – 87	F	= 0 – 69
		B-	= 80 – 83		

Work is expected to be turned in on time whether or not a student attends class on the due date except under extreme circumstances. All such circumstances will need documentation. For unexcused absences, late work will be accepted at a cost of one letter grade per day late.

### Professional Dispositions

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

### Class Schedule

#### Calendar (Subject to Change)

Date	Readings/Assignments
1/25	Read syllabus, purchase textbooks, ask questions; CLR James Excerpt
2/1	Laderman (L), p. 8-40 Markovits and Rensmann (M&R), 1-42
2/8	L, 40-60

	M&R, 43-106
2/15	L, 61-90 M&R, 107-156
2/22	L, 91-130 M&R, 157-206
3/1	Out of Class Assignment: Individual work on Annotated Bibliographies
3/8	L, 131-153 M&R, 207-270
3/15	<b>None – Spring Break!</b>
3/22	L, 154-164 M&R, 217-315
3/29	M&R, 316-326
4/5	Articles to be determined
4/12	Articles to be determined
4/19	Articles to be determined
4/26	Articles to be determined
5/3	Conclusion. Annotated Bibliographies due.

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

## 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 <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 <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.

- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

