

**GEORGE MASON UNIVERSITY**  
**School of Recreation, Health, and Tourism**  
**Fall 2018 Seminar**  
**Sport Management**  
**SPMT 480 Great Books in Sports (3)**

DAY/TIIME:	T 1:30-2:45pm Online/Seminar	LOCATION:	West 1001
PROFESSOR:	Craig Esherick	EMAIL:	<a href="mailto:cesheric@gmu.edu">cesheric@gmu.edu</a>
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CREDITS:	3 hours		

PREREQUISITES: A GPA of 3.0 or higher at the end of junior year or permission of instructor.

**COURSE DESCRIPTION:**

This course is an examination of the great books in sports literature. The purpose of this course is to develop students' critical thinking skills and understanding of the history of the sports industry. Each student will write a thesis at the end of the semester that is inclusive of the books they will read in this course, the experiences they have had in other classes, and experiences they have had interning or working in the sports industry.

**COURSE OBJECTIVES:**

The student will be able to:

1. Identify connections between the books and current events in the sports industry.
2. Identify connections between the books and previous classes.
3. Develop an understanding of the history of the sports industry.
4. Develop critical thinking skills and new and creative ideas to improve the sports industry.
5. Recognize common themes among the books.
6. Learn skills to write well-developed essays.
7. Develop a great appreciation for reading good books.

**COURSE OVERVIEW:**

The learning experiences in this course are afforded through writing assignments and group discussions. Course content includes, but is not limited to, the following: sport history; sport and race; sport and culture; coaching; conflict resolution; sports scandals; understanding the globalization of sports; economics of sport.

**HONOR CODE:**

George Mason shares in the tradition of an honor system that has existed in Virginia since 1842. The Honor Code is an integral part of university life. On the application for admission, students sign a statement agreeing to conform to and uphold the Honor Code. Students are responsible, therefore, for understanding the code's provisions. In the spirit of the code, a student's word is a declaration of good faith acceptable as truth in all academic matters. Cheating and attempted cheating, plagiarism, lying, and stealing of academic work and related materials constitute Honor Code violations. To maintain an academic community according to these standards, students and faculty must report all alleged violations to the Honor Committee. Any student who has knowledge of, but does not report, a violation may be accused of lying under the Honor Code. With this in mind, all students in this course are held to the strictest standards of the George Mason University Honor Code.

### **STUDENT SUPPORT:**

Any eligible student with an exceptionality documented through George Mason University's Disability Resource Center must notify the instructor so that suitable accommodations can be implemented. The notification should take place during the **first week** of classes.

### **Expectations:**

1. All assigned reading is to be completed prior to coming to class. Class discussion about the readings in this class is the foundation of this course. You are expected to read all three books, literally 'cover to cover'.
2. All written assignments must be typed (computer word processing is recommended).
3. Since this class meets once a week, your attendance is expected.
4. The class will also meet online once a week. These online discussions are just as important as the in-class discussions.
5. Students are expected to actively participate in class /online discussions.
6. Students must abide by the Honor Code, guided by the spirit of academic integrity.

### **Class Attendance**

It enhances your academic success to be in class; therefore, you should attend **ALL** scheduled class meetings in accordance with George Mason policy. In-class participation is important not only to the individual student, but to the class as a whole. We will have fun if everyone is engaged. To be engaged you have to keep up with the reading and be **refreshed** when you attend class. All cell phones, blackberries, and other electronic devices not being used for note taking must be turned off and put away prior and during class. Texting in class is **NOT** acceptable behavior; neither is falling asleep. This is a seminar class which puts a premium on attendance with the once a week, in person, class meeting schedule. Participating online also counts as class attendance for purposes of the 15% that is allocated to this category below, under 'evaluation'.

### **Alternative Work:**

There is **NO** make-up work and late assignments will not be accepted. Absences supported by documentation may be excused (e.g. a physician's note for an illness). Alternative work due to

intercollegiate athletic competitions or other legitimate university activity must be arranged PRIOR to due date. **There will be NO extra credit.**

### REQUIRED TEXTS:

- Knight, P. (2016). *Shoe dog: A memoir by the creator of Nike*. New York: Scribner.
- Maraniss, D. (2008). *Rome 1960: The Olympics that changed the world*. New York: Simon & Schuster.
- Van Natta, Jr., D. (2011) *Wonder girl: The magnificent sporting life of Babe Didrikson Zaharias*. New York: Back Bay Books.

### EVALUATION:

This course will be graded on a point system, with a total of 100 possible points. There is no final exam in this class.

Writing Assignments:           **60** [A series of assignments centered on the three books that have been required reading for the class. The papers will be graded on content, writing style, grammar, spelling, creative writing/thinking, critical thinking and knowledge of the subject matter in each case.]

Class Participation:           **15** [This course is a seminar class. Participating in the discussion every class period and during the online sessions will be important. Your knowledge of the three books and how regularly you offer thoughts about each book will be how you are evaluated.]

Thesis/final paper:           **25** [The final paper will be an opportunity for you to think and write about each of these books and bring the content together into one essay. Writing style, creative thinking/writing, critical thinking, grammar, spelling and knowledge of each of these books will be how this assignment is evaluated.]

### 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		

### COURSE SCHEDULE:

Aug 28	Course Introduction/overview/requirements/suggestions
	Online assignment/discussion ( <i>Shoe Dog</i> Front cover to top of page 15)
Sept 4	<i>Shoe Dog</i> (pp. 15-116)
	Online assignment/discussion
<b>Sept 5</b>	Welcome Week event for SPMT, Rec., Tour., Hosp. and Events Mgmt.
<b>Sept 7</b>	SRT Division and Mason Day at Nats Park (Chicago Cubs game 7:05pm)
Sept 11	<i>Shoe Dog</i> (pp. 117-217)
	Online assignment/discussion
Sept 18	<i>Shoe Dog</i> (pp. 218-321)

Sept 25	Online assignment/discussion <i>Shoe Dog</i> (pp. 322 to the back cover of the book) Paper assigned for <i>Shoe Dog</i> Online discussion
Oct 2	<i>Rome 1960</i> (Front cover, all pages up to page 69) Online discussion/assignment
Oct 9	<i>Rome 1960</i> (pp. 70-145) [ <i>Monday classes meet-<u>only online this week</u></i> ] Online discussion/assignment
Oct 16	<i>Rome 1960</i> (pp. 146-227) Online discussion/assignment
Oct 23	<i>Rome 1960</i> (pp. 228 to 307) Online discussion/assignment
Oct 30	<i>Rome 1960</i> (pp. 308 to the back cover of the book) Online discussion Paper assigned for <i>Rome 1960</i>
Nov 6	<i>Wonder Girl</i> (Cover, all pages up to page 64) Online discussion/assignment
Nov 13	<i>Wonder Girl</i> (pp. 65-174) Online discussion assignment
Nov 20	<i>Wonder Girl</i> (pp. 175-259) Online discussion/assignment
Nov 27	<i>Wonder Girl</i> (pp. 260-back cover of the book) Paper assigned for <i>Wonder Girl</i>
Dec 4	Discussion of all three books/authors/publishers Final Paper discussed/online and in class
Dec 11	Questions and discussions on thesis/final paper assignment Opportunity for peer review/online
Dec 16	Final Paper is due

**PROFESSIONAL BEHAVIOR:**

Students are expected to exhibit professional behaviors and dispositions at all times. Professionalism is an important job skill and one by which you will be judged at your job site by co-workers and your supervisors. 'All times' includes social gatherings at the office and off-site with those who you work with at your internship.

## **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 turned off 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 <http://cehd.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.

