

**George Mason University**  
**College of Education and Human Development**  
School of Sport, Recreation, and Tourism Management

SPMT 302 — Philosophical and Ethical Dimensions of Sport (*Online*)  
Fall 2020 – online asynchronous

**Faculty**

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Office hours: By arrangement, please e-mail to setup a time and place  
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**Prerequisites/Corequisites**

none

**University Catalog Course Description**

Investigates moral issues in sport and judgments about right and wrong behavior among athletes, coaches, spectators, and others. Offered by Recreation, Health & Tourism. May not be repeated for credit.

**Course Delivery Method**

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before masonlive.gmu.edu) and email 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. **A standard week runs from 12:01 am Monday and ends 11:59 pm Sunday.**

**Learner Outcomes or Objectives**

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

1. Demonstrate an understanding of the moral basis of decision making in sport management.
2. Develop a protocol for ethical decision-making within the organizations which govern sport programs.
3. Demonstrate an understanding of the various issues and contemporary problems confronting sport managers and how ethical decision making can be applied.
4. Critically analyze various decision-making approaches to resolving ethical issues in sports management.
5. Demonstrate an understanding of a variety of ethical theories.
6. Attain the knowledge to understand & refine a personal and professional code of ethics to guide decision making.

## Required Texts (available

Schneider, R. (2009). *Ethics of sport and athletics: Theory, issues, and application*. Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins.

Various Posted Articles 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).

The instructor is solely responsible for assigning grades. As such, the instructor reserves the right to assess student performance in each of the categories identified in the EVALUATION section of this syllabus. Student non-compliance with stated academic, honor, attendance, or participation expectations will result in a '0' for the associated evaluation.

Three Quizzes (15 points per quiz) <i>multiple choice, T/F</i>	45 possible points
Discussion Boards (10 boards, 3 points per board)	30 possible points
Critical Analysis of Current Ethical Issue (pair work) & peer feedback	10 possible points
Scholarly Sport Ethics Final Paper (2) Final Paper Progress Submissions & Final Paper	15 possible points
<b>Total</b>	<b>100 possible points</b>

### ***Instructor Expectations:***

1. 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. Your contributions are not only welcomed, they are essential.
2. 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 frequently throughout the week. **Highly recommended to login at least THREE TIMES a week.**
3. 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.**
4. Workload: Please be aware that this course is not self-paced, **expect to work 6-9 hours a week on this course.** 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.
5. Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.
6. Students must abide by the Honor Code, guided by the spirit of academic integrity.

**Alternative Work:** *There is NO make-up work.* Only those excused absences supported by documentation will be addressed at the instructor's discretion on an individual basis (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. A grade of '0' will be assigned to all missed work unless otherwise determined by the instructor.

### Grading Scale

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

This course will be graded on a percentage system, with scores adding up to 100 percent.

### Professional Dispositions

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

### 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 <http://oai.gmu.edu/the-mason-honor-code/>).
- 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.

- Religious Holidays - A list of religious holidays is available on the University Life Calendar page (<http://ulife.gmu.edu/calendar/religious-holiday-calendar/>). Any student whose religious observance conflicts with a scheduled course activity must contact the Instructor at least 2 weeks in advance of the conflict date in order to make alternative arrangements.

### *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://coursesupport.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/>.**

### **COURSE OUTLINE**

This outline indicates which chapters will be covered and when exams will be administered. The ordering of the chapters may be changed as current events dictate.

<b>Week</b>	<b>Topic, Readings, Assignments Due</b>
1 8/24-8/30	Welcome to SPMT 302 Acquire the textbook <b>Blackboard Discussion board #1 due</b>
2 8/31-9/6	Ch. 1: Moral Reasoning: An Introduction <b>Blackboard Discussion board #2 due</b> <b>Critical Analysis Posting and Peer Feedback</b>
3 9/7-9/13	Ch. 2: Ethical and Unethical Behavior in Sport <b>Blackboard Discussion board #3 due</b> <b>Critical Analysis Posting and Peer Feedback</b>
4 9/14-9/20	Ch. 3: Moral Education and Development Through Sport <b>Blackboard Discussion Board #4 due</b> <b>Critical Analysis Posting and Peer Feedback</b>
5 9/21-9/27	<b>Quiz #1</b> <b>submit final paper progression paper on blackboard</b>
6 9/28-10/4	Ch. 4: Performance Enhancement Issues In Sport <b>Blackboard Discussion Board #5 due</b> <b>Critical Analysis Posting and Peer Feedback</b>

7 10/5-10/11	Ch. 5: Violence in Sport: Ethically Acceptable Boundaries <b>Blackboard Discussion Board #6 due</b> <b>Critical Analysis Posting and Peer Feedback</b>
8 10/12-10/18	Ch. 6: Race Equity in Sport <b>Blackboard Discussion Board #7 due</b> <b>Critical Analysis Posting and Peer Feedback</b>
9 10/19-10/25	<b>Quiz #2</b> <b>submit final paper progression paper on blackboard</b>
10 10/26-11/1	Ch. 7: Gender Equity in Athletics and Title IX <b>Blackboard Discussion Board #8 due</b> <b>Critical Analysis Posting and Peer Feedback</b>
11 11/1-11/8	Ch. 8: Ethical Issues in Interscholastic and Intercollegiate Sport <b>Blackboard Discussion Board #9 due</b> <b>Critical Analysis Posting and Peer Feedback</b>
12 11/9-11/15	Ch. 9: Ethical Decision Making of Sport Managers <b>Blackboard Discussion Board #10 due</b> <b>Critical Analysis Posting and Peer Feedback</b>
13 11/16-11/22	<b>Quiz #3</b> <b>Critical Analysis Posting and Peer Feedback</b>
14 11/23-11/29	<i>Thanksgiving Week, no class</i>
15 11/30-12/7	<i>Work on Final Papers, no formal class</i>
Final Exam Period	<b>Submission of final paper on blackboard</b>

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

## **ASSIGNMENT DESCRIPTIONS**

### **Blackboard Discussion Boards (this is really important!)**

Online discussions are a way to provide a collaborative classroom experience online. For each discussion board, you are:

- **Required to make (at minimum) 3 posts.**
- An initial discussion post in response to the proposed instructor question(s) **must be made no later than 10:00 p.m., Wednesday** of each week. Word count is no less than 150 words.
- The (2) remaining discussion posts should be in response to (2) peer's initial post and **must be made no later than 10:00 p.m. Friday** of each week.
- Those responses **should be substantive/provide additional information and raise questions for your peers.** Word count on EACH response post is no less than 75 words.

### **Scholarly Ethical Issue Final Paper**

You will select a total of 2-3 scholarly journal articles that relate to a philosophical/ethical dimension in sport. In your paper, briefly summarize each article (300 words each). Following these summaries, you will write 2-page critical analysis of the ideas presented in the journal articles as it relates to what you learned in class. It will be useful in this assignment to concentrate your articles within an area of interest to you. This paper is to be **NO LESS THAN FOUR** pages in final length format, double spaced, with a cover page AND APA format reference page (not included in the five pages). To help you scaffold up to your final paper, you will also submit two paper progression updates on blackboard in the course of the semester on quiz weeks. These two progression papers will update me on your topic/articles and writing development.

### **Article Critique**

You and a peer will analyze and present an article that demonstrates a current issue in sport ethics. The main goal of this activity is to highlight how you interpret the article and presenting your thoughts and ideas for the class. Possible articles will be posted on blackboard for sign-up weekly. It is your responsibility to meet (virtually) with your partner to complete the assignment.

### **Expectations**

- Create and upload a short video presentation (e.g., narrated powerpoint or prezi) of your critique on the Discussion Board; use screen capture tools (e.g., Kaltura, loom). You can choose to be on camera, or not, your choice.
- In your video, present a brief introduction of the author(s) to place the work in context (background, current position, etc)
- Describe and critique the article's content, and whether the article seems trustworthy, consistent, and credible. Use the term and concepts from class.
- Be creative and engaging, and keep your presentation to no more than 10 minutes.
- Provide feedback for your peer comments and questions under your presentation. Other students are required to post short feedback for you.