

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

SPMT 304. DL 1 (Blackboard) – Sport, Culture, and Society
3 Credits, Spring 2021

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Analyzes sport from educational, political, economic, and cultural perspectives.

Course Overview

This course examines the role of sport in contemporary American society. Through the utilization of scholarly interpretations, students examine the way sport is linked to the structure and dynamics of social life. Particular attention is devoted to an analysis of the interrelationship between sport, society, social organization, and social change.

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. The course site will be available on January 22, 2019.

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.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will **start** on Monday morning at midnight, and **finish** on Sunday at 11:59 p.m.
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- 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 at least **five** times per week.
- 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.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- 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.
- Workload:
Please be aware that this course is **not** self-paced. 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.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the

instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course prepares students to gain knowledge and a perspective of sport in society today, while analyzing the aspects within it. Specifically, students will:

- 1.[know] how and why sport, in general, and certain sports in particular, have been created and organized in certain ways;
2. [understand] the connection between sports and other spheres of social life, such as family, education, politics, the economy, the media, and religion;
3. [discover] how sports and sport participation inform the way people think about their own bodies and about gender, social class, race and ethnicity, and disability;
4. [analyze] the social organization, group behavior, and social interaction patterns that exist within sport settings;
5. [study] the cultural, structural, and situational factors affecting sports and sport experiences; and
6. [identify] the social processes that occur in conjunction with sports (e.g., socialization, competition, cooperation, conflict, social stratification, social change).

Professional Standards

Upon completion of this course, students will have met the following professional standards:
National Flashes of Insight Association (NFIA)

8.21	Understanding of and the ability to analyze thought processes
8.22	Understanding of procedures and techniques for assessment

Required Texts

Coakley, Jay. (2016). *Sports in Society: Issues and Controversies* (12th ed.). McGraw-Hill.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor. This course will be graded on a point system, with a total of 1000 possible points.

Table of Assignments and Relative Grade Value (Points)

Requirements	Points
Participation (Discussion Boards – 19 x 15 points)	285
History of Sport Analysis	50
Contemporary Issues in Sport Assessment	145
Sport and Culture Analysis	100
Case Study Breakdown - Sport in Society (Past, Present and Future)	120
Group Final Project – Sport in Society Today	200
Midterm Exam	50
Final Exam	50
TOTAL	1000

Grade Scale with Points Converted to Letter Grade

<i>Points</i>	<i>Percent</i>	<i>Grade</i>
94-100	94-100%	A
90-93	90-93%	A-
88-89	88-89%	B+
84-87	84-87%	B
80-83	80-83%	B-
78-79	78-79%	C+
74-77	74-77%	C
70-73	70-73%	C-
60-69	60-69%	D
Below 60	0-59	F

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		

Evaluation of Assignments

History of Sport Analysis – For this history of sport analysis essay, I want you to analyze and critique the history of sport from an individual or team/sport perspective and the impact this has had on you as a fan today. This can be an analysis on a sport figure (Michael Jordan), a specific sport (history of the NFL) or a sport organization (New York Yankees).

Issues in Sport Assessment - For this contemporary issues in sports assignment, I want you to analyze and critique a contemporary issue in sports today. This can be on topics such as steroids in sports, cheating in sports, paying student-athletes, ethics in sports, media's impact in sports, gender equality, etc.

Sport and Culture Assessment - For this culture in sport assignment, I want you to detail and critique the sport (s) you've grown up playing/watching that have had an impact on you as a person today

Case Study Breakdown Assignment – For this assignment, students will analyze and assess a case study of their choice that focuses and details sport in our past, present and future, while analyzing the impact on society.

Group Final Project (Sport, Culture and Society) – For this group PowerPoint project, I want each group to select a topic of choice as it relates to sport in society today. This can be on topics such as youth sports, the history of basketball, the history of the NFL, the impact of sports in the United States today, student-athletes today, etc.

Midterm and Final Exam – The midterm and final exam will consist of questions we've discussed in class based on the chapters and supplemental materials. Both exams will be essay format.

Professional Dispositions

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

Participation/Attendance (Discussion Boards)

Because of the structure of this online class, it is important for you to come prepared to participate in class activities and assignments. Although this isn't a face-to-face class, it's still highly important for you to treat attendance as an impact on your final grade and overall performance in the course. Group work is also important as we will take time every class and go over assigned readings with the activity that we are currently working on.

Discussion Boards: Each week, students will take part in discussion board responses that elicit

thought, critical thinking and assessment of the topics being covered.

Students will be required to respond to the initial forum post Wednesday by midnight and student responses Sunday by midnight. Some weeks there will be two discussion forums and the same requirements will apply in terms of initial postings and student responses.

Students will be required to have at least **two** “thoughtful” responses to each of the weekly discussion questions. However, it is recommended that students take part in more to get the full online interaction between students. The total point distribution of the discussion forum throughout the semester is 285 total points (19 forums x 15 points each).

The responses should be a paragraph long and in full sentence form. The idea of discussion boards is to highlight with other students the discussion question and any other ideas/concepts that may come up from other students. You will be asked to use APA format when using citations and there will also be a rubric to assess your quality of work.

Class Schedule

	DATE (MONDAY-SUNDAY)	TOPIC	READINGS/ASSIGNMENT DUE
w. 1	Jan. 25 - 31	Sociology of Sport	Chapter One/forums 1-1 and 1-2
w. 2	Feb. 1 – Feb. 7	Producing Knowledge About Sports in Society	Chapter Two/ forum 2-1
w. 3	Feb. 8- 14	Sports and Socialization	Chapter Three/ forum 3-1 ; History of Sport assignment due (Feb. 14th by 11:59 p.m.)
w. 4	Feb. 15 - 21	Sports For Children	Chapter Four/ forums 4-1 and 4-2
w. 5	Feb. 22 - 28	Deviance in Sports	Chapter Five/ forum 5-1 ; Issues in Sport assignment due (Feb. 28th by 11:59 p.m.)
w. 6	Mar. 1 - 7	Violence in Sports	Chapter Six / forum 6-1
w. 7	Mar. 8 – Mar. 14	Gender in Sports	Chapter Seven/ forum 7-1 ; Midterm due (March 14th by 11:59 p.m.)
w. 8	Mar. 15 - 21	Race and Ethnicity	Chapter Eight/ forums 8-1 and 8-2

DATE (MONDAY-SUNDAY)		TOPIC	READINGS/ASSIGNMENT DUE
w. 9	Mar. 22 – 28	Social Class in Sports	Chapter Nine/ forum 9-1 ; Sport and Culture assignment due (March 28th by 11 :59 p.m.)
w. 10	Mar. 29 – Apr. 4	Age and Ability	Chapter 10/ forums 10-1 and 10-2
w. 11	Apr. 5 - 11	Sports and the Economy	Chapter 11/ forum 11-1
w. 12	Apr. 12 - 18	Sports and the Media	Chapter 12/ forum 12-1 ; Case Study due (April 18th by 11 :59 p.m.)
w. 13	Apr. 19 - 25	Sport and Politics	Chapter 13/ forums 13-1 and 13-2
w. 14	Apr. 26 – 30 (Mon – Fri)	Sports in High School and College	Chapter 14/ forum 14-1 ; Group Final Project due (Apr. 30th by 11 :59 p.m.)
Finals Week	Finals Week (May 3– 10) (Mon - Mon)	None	None/ Final Exam due (May 10th by 11 :59 p.m.)

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

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 <https://oai.gmu.edu/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.

- 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.
- 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 or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center 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/>).
- The 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/>).
- Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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