

Fall 2016

GLOA 400

Capstone Seminar

“Globalized Sport”

Tuesdays 12 noon, Thursdays 12 noon (East 122)

Professor Paul Smith

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Office hours by appointment only

COURSE OBJECTIVES

In Reinventing Undergraduate Education: A Blueprint for America's Research Universities (April 1998), the Boyer Commission recommended that all academic majors should “culminate with a capstone course.”

Capstone experiences are useful because

- they allow students to bring together the learning in the major and demonstrate that they have met the departmental learning goals. This gives students a chance to know what they know and to understand their own growth over time in their chosen fields;
- and they serve as a bridge to the next step for students, asking students to extend their knowledge, working either independently or collaboratively with peers, under minimal faculty supervision.

Most capstones in other majors require students individually or in groups to complete a serious intellectual project, incorporating the discipline's primary mode(s) of inquiry into a final product that is consistent with practices in the discipline. Such projects also allow students to demonstrate that they have met the learning goals of the major.

COURSE MATERIALS

Required text:

This class depends upon you doing your own research on your own projects and so this will not be the kind of syllabus you're used to, packed full of readings and assignments! And a large portion of our in-class time will be devoted to discussion of the process of research and/or your own projects. However, for the first few weeks I will ask you to read a chapter from the required text, as a kind of backbone for our discussions about your research:

A.Markovits and L.Rensmann, [Gaming the World: How Sports are Reshaping Global Politics and Culture](#)

Articles and Dossiers:

Other materials for our class sessions will include videos and podcasts shown or played in-class and addressing specific aspects of globalized sports. For several of our class sessions the discussion material will consist in short articles and/or materials taken mainly from media sources. All such materials can be accessed by clicking their titles on the syllabus below.

GRADING & REQUIREMENTS

This is essentially a research class so formal assessment during the semester will be minimal and the bulk of your grade will be dependent on the final project. However, some components other than the project itself will count. Here is a breakdown:

PARTICIPATION & ATTENDANCE

You are expected to communicate directly with me **before** missing any class, and give me abject excuses for any unannounced absence; and you are expected to be a regular and useful contributor to class discussions. Participation and attendance will be worth 15% of your final grade.

PROJECT PROPOSAL

Your final project will be an essay on a topic that you individually, or you and other student colleagues, will have chosen in consultation with me. The proposal for your final project will include:

- General description of your topic (at least 400 words)
- Statement of topic's importance (at least 100 words)
- Examples of scholarly sources

This proposal is due on Sept 16th and is worth 20% of your grade.

FINAL PROJECT

The final project consists of an essay of at least 15 pages based upon the research and reading, and the thinking and analysis that you will have done independently or in conjunction with designated colleagues. The project itself is worth 50% of your grade and must be handed in on December 9th.

FINAL PROJECT PRESENTATION

The final four class sessions are set aside for presentations of your project. All presentations (whether individual or group) will be no longer than 15 minutes. Your performance in the presentation will be worth 15% of your grade.

EXTRA CREDIT

All final projects will necessarily include a bibliography, but extra credit of up to 15% can be gained by handing in an annotated bibliography (also on December 9th). You can discuss with me the details of what is required if you are interested.

We will devote approximately one-third of most (though not all) of our class sessions to matters related to the process of research and/or to discussion of your project. You should also feel free to make individual appointments with me to discuss your progress and/or any difficulties that you encounter with the class or the tasks set. But beyond that, you are essentially expected to produce a final essay with minimal input from me.

Here are the important dates for you to bear in mind in regard to your project.

Sept 16	Preliminary project ideas to be handed in.
Nov 3	In-class discussion of your projects
Nov 8 & 10	No class and no readings this week, so that you can spend extra time on research and writing.
Nov 22	Optional class that gives those of you who want it a chance to talk to each other about your projects without the presence of your professor.
Nov 29-Dec 8	In-class presentations of your final project.
Dec 9	Hand in final project

DEVICES

Laptops, tablets and mobiles should be turned off or silenced during class time. If you need to use a device in class due to accommodations provided by Disability Services, or for some other specific need or purpose, you will need to make arrangements beforehand with me.

SCHEDULE

WEEK ONE

Aug 30 **Introductory Class: What is a capstone course?**

Sept 1 **How to think about research**

WEEK TWO

Sept 6 **How to begin doing research.**

Sept 8 **No Class**

WEEK THREE

Sept 13 ***Gaming the World, Chapter 1***

Sept 15 **First presentation and discussion of research ideas in-class**

Project Proposal due Sept 16th

WEEK FOUR

Sept 20 ***Gaming the World, Chapter 3***

Sept 22 **David Rowe, “Media and Culture: Movement Across the Decades” (PDF)**

WEEK FIVE

Sept 27 *Gaming the World*, Chapter 4

Sept 29 “Playing Unfair” ([video in class](#), 30 mins)

WEEK SIX

Oct 4 Toby Miller “[Interview](#)” about *Sportsex*

Michael Messner, “[Gender Relations and Sport: Local, National, Transnational](#)”
(PDF)

Oct 6 [Emily Liang, Media Sexualization of Female Athletes](#)

2 articles on [Caster Semenya and gender](#)

WEEK SEVEN

Oct 11 **No class (Columbus day)**

By this point in the semester you should have a clear idea of what your final project will look like and you should have done some significant amount of research.

Oct 13 *Gaming the World*, Chapter 5

WEEK EIGHT

Oct 18 “Race, Power and American Sports” ([video in class](#), 45 mins)

Oct 20 **“Behind the Swoosh” ([video](#) in class, 21 mins.)**

WEEK NINE

Oct 25 **Dave Zirin “Introduction to 2016 Edition”
and “Neoliberal Trojan Horses and
Sporting Shock Doctrines,” from *Brazil’s
Dance with the Devil* ([PDF](#))**

**Articles on the Olympics from The Guardian ([1](#))
([2](#)) and [NPR](#)**

Oct 27 **Olympics: [Media Sport podcast #20](#)**

WEEK TEN

Nov 1 **[Channel 4 Paralympians clip.](#)
[Media Sport podcast #18](#)**

Nov 3 **In-class discussion of research projects.**

**By this point in the semester you should have done
enough work on the project so that you have a good idea
about what it will achieve and so that you can talk about
it in class and make others understand it.**

WEEK ELEVEN

Nov 8 VOTE! No Class

Nov 10 No Class

This week is deliberately free of classes and other assignments so as to allow you a little extra time to research and write.

WEEK TWELVE

Nov 15 TBA. Preparation for Prof. Andrews.

Nov 17 Guest professor: [David Andrews](#) (University of Maryland, Dept of Kinesiology)

WEEK THIRTEEN

Nov 22 Student only class

This class session is a professor-free zone. The idea is to help you prepare for the presentations after Thanksgiving by having you come and talk amongst yourselves about your projects, with no intervention from the professor. This is an optional opportunity.

Nov 24 No Class (Thanksgiving)

WEEK FOURTEEN

You should prepare a 15 minute presentation describing your project and its conclusions.

Nov 29 Research presentations

Dec 1 Research presentations

WEEK FIFTEEN

Dec 6 Research presentations

Dec 8 Research presentations

Final Projects due December 9th

RESOURCES

Writing Resources: Tutors at the Writing Center are available to assist with assignments. It is located in Robinson A, room 114 and the phone number is 703-993-1824. The Writing Center is also available online at <http://wcenter@gmu.edu>.

Disability Resource Center: The staff members of the DRC assist students with learning differences or any other conditions that may impact academic performance. DRC is located in SUB I, room 222 and the phone number is 703-993-2474. The website is <http://www.gmu.edu/student/drc>.

Counseling Services: Professional counselors provide individual and group sessions for personal development and assistance with a range of emotional and relational issues. Counseling services are located in SUB I, room 364 and the phone number is 703-993-2380. The website is <http://www.gmu.edu/departments/csdc>.

Library: Each academic program at Mason is has an assigned specialist librarian in Fenwick Library. That subject librarian for Global Affairs is Ms Elena Landry. You are encouraged to contact her to ask her help and advice in relation to any aspect of researching your project. Email her at elandry@gmu.edu, or phone: 703-993-9527.

DIVERSITY STATEMENT

GMU promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Mason strives to maintain a quality environment for work, study and personal growth. An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity includes, but is not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation.

Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

ACADEMIC INTEGRITY

George Mason University has an Honor Code with clear guidelines regarding academic integrity and all students are expected to adhere to the Honor Code. Cheating and/or plagiarism—passing off work as your own that is not—will result in an F for your final grade in this class. It is your responsibility to understand what constitutes plagiarism and familiarize yourself with the Honor Code. Please consult me with questions prior to turning in assignments. The official GMU policies are available from the Office of Academic Integrity: <http://academicintegrity.gmu.edu/>.