Texas A&M University
SPMT 336 (500): Diversity in Sport Organizations (3 credits)
Tuesday and Thursday, 12:45-2:00 PM-BLOC 306
Fall 2012

INSTRUCTOR INFORMATION:
Associate Professor, Division of Sport Management
Dr. John N. Singer, Ph.D.
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979-845-5497
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Office Hours: Tuesdays and Thursday, 10:30am to 12:30pm; Wednesday, 2-3 pm; by appointment

Course Website: http://elearning.tamu.edu

DIVERSITY QUOTES:
“The capacity to live with difference is, in my view, the coming question of the twenty-first century”
-British scholar, Stuart Hall

“We have a right to a diversity of voices. We are diverse. We don’t all have to agree on everything”
-Writer, Jill Nelson

“Differences are not intended to separate, or to alienate. We are different precisely in order to realize our need for one another”
-Activist and Anglican Bishop, Desmond Tutu

REQUIRED TEXTBOOK:

COURSE SCOPE AND RATIONALE:
This course examines an encompassing perspective of diversity within North American and international sport organizations. Specifically, the course provides students with an analysis and understanding of the various ways that people within sport organizations can differ, and how power differences based on this diversity impact life and work experiences and outcomes. The course treats issues of the non-dominant, historically under-represented elements of U.S. society, with a particular emphasis placed on racial, ethnic, and gender issues.
COURSE OBJECTIVES:
After completing this course, students will be able to:

1. provide an overview of diversity, including a definition of diversity and diversity management, and discuss the various reasons for the emphasis on diversity;
2. differentiate between the various ways of studying diversity;
3. provide an overview of the three major theory classes used to study diversity: managerial, sociological, and social psychological;
4. discuss the basic tenets of prejudice and discrimination and how they inform discussions of diversity in sport organizations;
5. understand and discuss the categorical effects of diversity, including how people differ based on race, sex, gender, (dis)ability, age, weight, appearance, sexual orientation, religious beliefs, social class, and so forth;
6. outline how diversity within a group influences subsequent processes and outcomes;
7. discuss how being dissimilar from others in a dyad or group influences subsequent attitudes, beliefs, and behaviors;
8. highlight the equal employment opportunity laws affecting diversity in the workplace;
9. discuss different methods for managing diversity in the organizational setting;
10. provide an overview of the categorization-based strategies that can be used to manage diverse groups;
11. discuss the different factors influencing the delivery of diversity effective training programs;
12. think and write critically about the concept of diversity and its impact on you and other individuals within the sport and society

NATURE OF THE COURSE:
This class will place a heavy emphasis on critical dialogue and discussion; very little lecture will take place, with the exception of the early portion of the course (to set the foundation). Class discussions will be centered on the assigned readings and other outside readings, the experiences and insights of the instructor and students, and critical questions posed by the instructor and the students. It is of utmost importance that each student fully participates in this course by: 1) attending class on a regular basis, 2) doing the assigned readings and other assigned activities before class, and 3) being reflective and critical during class discussions and dialogue. Students are strongly encouraged to generate questions before and after class sessions as a way to help facilitate the educational process. Additionally, students might also consider viewing sport programs (e.g., ESPN Outside the Lines; HBO Real Sports) and engaging in independent research pertaining to course topics. This class is all about expanding your horizons and learning more about yourself and others, and the implications this has for your life in general, and career in the (sport) workforce.
COURSE POLICIES AND EXPECTATIONS:

PLAGIARISM STATEMENT. As commonly defined, plagiarism consists of passing off as one’s own ideas, words, writings, etc., those which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for plagiarists destroy the trust among colleagues without which research cannot be safely communicated. If you have questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, http://student-rules.tamu.edu, under the section “Scholastic Dishonesty.”

AGGIE HONOR CODE. “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor/. On all course work, assignments, and examinations at Texas A&M University, the following Honor Pledge shall be preprinted and signed by the student: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT. The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information. The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B 118 of Cain Hall or call 845-1637. Additional information is available at http://disability.tamu.edu.

HARRASSMENT AND DISCRIMINATION. Texas A&M is committed to the fundamental principles of academic freedom, equality of opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, Texas A&M encourages a climate that values and nurtures collegiality, diversity, pluralism, and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status. Please visit following website (http://student-rules.tamu.edu/statement.htm) for more information on the harassment and discrimination policy.
ATTENDANCE, MISSED ASSIGNMENTS, AND QUIZZES. The attendance policy for this class will be administered in accordance with Student Rule #7: http://student-rules.tamu.edu/rule07.

**WRITTEN ASSIGNMENTS.** All assignments are to be typed, using 1 inch margins, 12 point font, following APA formatting guidelines (double-spaced, in text references, reference list). Spelling, grammar, and formatting mistakes will count against the overall grade for the assignment. See the American Psychological Association Publications Manual (6th ed.). This is available at the campus bookstore or online at www.apa.org. Take advantage of the TAMU computer services and writing center at http://writingcenter.tamu.edu/

**EMAIL PROFESSIONALISM.** Consistent with Student Rule 61, email is an official means of communication. As such, you are expected to follow simple guidelines of professionalism. You should: (a) use a subject line that is relevant to your message; (b) clearly state your question or concern; (c) use standard English and complete sentences, as opposed to using abbreviations and texting-style communications; (d) include a signature block containing your name, phone number, and email address; and (e) proofread your email prior to sending it.
**POINT STRUCTURE:**

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<th>Item</th>
<th>Point</th>
<th>Percentage of Grade</th>
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<tr>
<td>Quizzes (13*20)</td>
<td>260</td>
<td>46%</td>
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<tr>
<td>Group Presentation</td>
<td>100</td>
<td>18%</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
<td>18%</td>
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<tr>
<td>Participation</td>
<td>100</td>
<td>18%</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>560</strong></td>
<td><strong>100%</strong></td>
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**GRADING STRUCTURE:**

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<td>70-79%</td>
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<td>60-69%</td>
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**ASSIGNMENTS:**

**Quizzes:** Beginning in week 2, students will take quizzes on the assigned readings (see course calendar for dates). The quizzes will be multiple choice, true/false, and/or short answer and will cover the key points from each chapter and relevant readings. In many cases, these quizzes will serve as the basis of our class discussions for the day’s topic. There are a total of 15 assigned quizzes, but only the 13 best scores will be counted toward your final grade. The quizzes are worth 20 points apiece.

**Participation/Attendance:** If students are not present for class and not generally invested (mentally, physically, or otherwise) in the course throughout the entire semester, they will not be in a position to reap the benefits of taking this course; therefore, in-class and out of class assignments have been created to encourage full participation and investment in this course. Although there will be no official attendance policy per se, the instructor will keep track of student attendance by circulating an excel spreadsheet for students to sign during each class meeting. Students can earn up to 100 points in participation/attendance. Judgment as to whether or not individual students have satisfactorily met the requirements for participation points will be left ultimately to the instructor.

**Group Project & Presentation:** Students will work in groups of approximately five. Each group will choose a particular sport organization to focus on; your groups will be required to present on the following: 1) overview and background history of the organization; 2) diversity issues and challenges facing this organization; 3) potential strategies for addressing these issues and challenges; 4) a case study of an individual, group, and/or event (this could include historical or present-day figures or happenings) within the organization that has impacted diversity within the organization, and the implications this has for diversity management within this organization and others similar to it. Students should create something tangible that could be used and disseminated for educational purposes (e.g., poster, trading cards, book markers, etc.). More details on this activity will be offered throughout the semester.

**Final Exam:** This will cover content from our readings, class discussions and assignments, videos, guest presentations, and other related materials. More details are forthcoming.
COURSE CALENDAR AND ACTIVITIES

NOTE: This calendar is tentative (subject to change, pending circumstances)

Week 1 (August 28 & 30)
- Introductions and overview of course syllabus and expectations (Aug. 28)
- “Pie Chart” exercise and discussion (Aug. 30)
- Students given “Becoming a Minority” assignment
- Students assigned to groups

Week 2 (September 4 & 6)
- Lecture and Discussion on “Diversity Matters” (Read Chapter 1) Quiz 1 (Tues., Sept. 4)
- Theoretical Tenets of diversity (Read Chapter 2) Quiz 2 (Thurs., Sept 6)

Week 3 (September 11 & 13)
- Prejudice and Discrimination (Read Chapter 3); Quiz 3 (Tues., Sept 11)

Week 4 (September 18 & 20)
- Race and Ethnicity (Read Chapter 4); Quiz 4 (Tues., Sept. 18)
- Racial Awareness Autobiography Due

Week 5 (September 25 & 27)
- Sex and Gender (Read Chapter 5); Quiz 5 (Tues., Sept. 25)

Week 6 (October 2 & 4)
- Sexual Orientation (Read Chapter 10); Quiz 6 (Tues., Oct. 2)

Week 7 (October 9 & 11)
- Religion (Read Chapter 9); Quiz 7 (Tues., Oct. 9)

Week 8 (October 16 & 18)
- Appearance (Read Chapter 8); Quiz 8 (Tues., Oct. 16)

Week 9 (October 23 & 25)
- Age (Read Chapter 6); Quiz 9 (Tues., Oct. 23)
- Mental and Physical Ability (Read Chapter 7); Quiz 10 (Thurs., Oct. 25)

Week 10 (October 30 & November 1)
- Social Class (Read Chapter 11); Quiz 11 (Tues., Oct. 30)

Week 11 (November 6 & 8)
- Legal Aspects of Diversity (Read Chapter 12); Quiz 12 (Tues., Nov. 6)
Week 12 (November 13 & 15)
- Managing Diverse Organizations (Read Chapter 13); Quiz 13 (Tues., Nov. 13)
- Managing Diverse Groups (Read Chapter 14); Quiz 14 (Thurs., Nov. 15)

Week 13 (November 20 & 22)
- Diversity Training (Read Chapter 15); Quiz 15 (Tues., Nov. 20)
- No Class on Thursday, November 22 (Thanksgiving holiday observed)

Week 14 (November 27 & 29)
- “Becoming a Minority” Assignment Due; class discussion (Tues, Nov. 27)
- Student Presentations (Thurs., Nov. 29)

Week 15 (December 4 & 6)
- Student Presentations (Tuesday is last day of classes)
- No class on Thursday; Redefined day

Final Exam: Wednesday, December 12, 8-10 am