COURSE DESCRIPTION

Comprehensive overview of the role of recreation, event and sports in global cultures. Sociological, economic, psychological and environmental implications of recreation, event and sport industries are explored internationally and in diverse communities and cultures in the USA and around the world. Societal and lifestyle changes are discussed with a multicultural focus and in relation to their impact on the future of these industries.

COURSE GOALS AND OBJECTIVES

Leisure and sporting cultures may be best understood by exploring personal, social, environmental, and economic values both individually and in diverse cultures and societies. Accordingly, at the completion of this course, students should be able to:

- Form a working definition of leisure and understand the relationships between leisure, recreation, and play as experienced by diverse communities and cultures.
- Demonstrate an understanding of contemporary leisure trends, concepts, values, and behaviors as related to demographics, race and ethnicity, gender, disability, religion, age, sexual orientation, and other diverse influences.
- Compare and contrast leisure and sporting behaviors in different cultural contexts.
- Analyze differences and commonalities across cultures.
- Demonstrate interconnectedness of human experiences among and between societies.
- Develop strategies for reducing prejudice and stereotyping of groups through leisure.
- Develop sensitivity, respect, and appreciation for the diversity of human cultures.
- Value diversity in a global society.
- Demonstrate an understanding of environmental ethics, the relationship of environmental ethics to personal leisure choices, and the impact of one’s leisure actions on the global environment.

Class Procedures and Requirements:

1. **Reading summary journal:** Each student will summarize the readings and lecture information on a weekly basis and submit weekly updates via Canvas. Due Each Friday from Week 2 by Noon (30%)

2. **Discussion Boards:** Each student’s contribution to weekly discussions of topical issues linked to readings and lectures will form this part of the grade. Quality and quantity of contribution will be assessed. (20%)
3. Final Exam: (50%)

**Text:** Spaaj, Magee and Jeanes, *Sport and Social Exclusion in Global Society* (2014).

**Supplemental Readings:** Listed under each week’s topics available by PDF on Canvas or via UNT Libraries.

**CLASS SCHEDULE**

**14 January:** Introduction and Course Expectations

**16 January:** The Emergence of Modern Leisure and Sports Cultures

*Readings:*

**23 January:** Understanding Global Sport and Recreation

*Readings:*
Nauright, J. & Pope, S.W. The 21st Century SportsWorld: Global markets and global impact (copy to be supplied)

**30 January:** Legacies of Empire and Slavery: Racial Issues in Global Sport

*Readings:*
Textbook: Chapters 3-4

Case Studies:
Nauright, J. (2013). Redskins is a racist name and the US must face up to its past. *The Conversation* (UK), 8 November. URL: [https://theconversation.com/redskins-is-a-racist-name-and-the-us-must-face-up-to-its-past-19995](https://theconversation.com/redskins-is-a-racist-name-and-the-us-must-face-up-to-its-past-19995)

**6 February:** Sport, Recreation and Popular Culture in Global Society

*Readings:*

**13 February:** Environmental Issues in Global Sport and Recreation Management

*Readings:*

20/27 February: Global Sports, American Sports and the Modern World
Readings:

6 March: Global Issues in US Sport and Recreation
Readings:

20 March: Global Sport Media Representation
Readings:

Case Studies:

27 March: Sport, Recreation, Poverty and Migrant Communities
Reading:

3 April Sport, Recreation and Development
Readings:
Textbook, Chapter 6.

Case Study:
Football4Peace (NGO at University of Brighton UK).
**10/17 April: The Global Significance of Soccer**

*Readings:*


**24 April: Building Inclusive Sports and Recreation Communities**

*Readings:*


Textbook: Chapters 8-9.

**ADDITIONAL INFORMATION**

*American with Disabilities Compliance:* The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

*Academic Dishonesty:* Academic dishonesty includes cheating, plagiarism, fabrication, and facilitating academic dishonesty. Cheating refers to collaborating on individual assignments and using unauthorized materials. Plagiarism refers to presenting ideas, words, or statements of another person without giving credit to that person. If you have questions about cheating or plagiarism, please see me.

*Family Educational Rights and Privacy Act (FERPA) Information:* Students have the right to expect their grades will be kept confidential. During this class it may be necessary for you to pass your assignments forward to the instructor. The instructor, under the reasonable assumption guidelines, assumes students are collecting only their own materials. Every attempt will be made to keep your information Grades are confidential. Neither your course grades nor grades for any assignment will be posted in a way that could result in your being identified by other students or faculty members.

*(Note: Lectures will take place in the Wednesday class schedule time slot from week 2; Mondays classroom will be available for work on your major reading and writing tasks; assessment of those will take place via Canvas).*