



KINE 3390
Fall 2026 Global Perspective in Sport
Recreation

Ms. Mary Powers

Instructor in Kinesiology

Office: Grace-Pierce 102b
Phone: 432-837-8209 office
Email: mary.powers@sulross.edu
Office Hours: Tuesday/Wednesday 12-4pm, Thursday 12-2p, or by appointment
(email to set an appointment)
Meeting: T/TH – in-person class,
9:30-10:45 am; GPC room 108
Required Text: **Required Text:** Social Issues in Sport, 5th Edition (Instructor eBook)
Author: Ronald B. Woods, B. Nalani Butler

Course Description

This course introduces students to the global dimensions of sport and recreation, examining how sport functions as a social, cultural, political, and economic force across different societies and nations. Students will explore how sport both reflects and shapes global issues such as culture, identity, gender, race, politics, globalization, and international development. Through readings, discussion, case studies, and presentations, students will develop a broader, more critical understanding of sport and recreation as worldwide phenomena rather than solely domestic institutions.

Students will be challenged to think critically about the role sport and recreation play in international relations, cross-cultural exchange, human rights, and community development. The course encourages students to become informed, globally minded professionals who can engage thoughtfully with the diverse populations and perspectives they will encounter in sport, recreation, and related fields.

Course Objectives

1. Provide students with an orientation to the global scope of sport and recreation as fields of study and practice.
2. Examine the role of sport and recreation in shaping and reflecting culture, identity, and community across nations.
3. Explore the relationship between sport, politics, and international relations, including case studies of sport diplomacy and sport-related conflict.
4. Analyze the impact of globalization on sport organizations, media, labor migration, and commercialization.
5. Investigate issues of gender, race, ethnicity, and inclusion in sport and recreation from a comparative, international perspective.

6. Discuss the role of major international sport events (e.g., the Olympic Games, World Cup) in global society and economic development.
7. Introduce students to international and comparative recreation systems and their cultural contexts.
8. Develop students' ability to critically evaluate current events and social issues in global sport through discussion and written analysis.
9. Strengthen students' oral and written communication skills through presentations and applied assignments on global sport topics.
10. Encourage students to consider career pathways in international sport, recreation administration, and cross-cultural sport leadership.

Marketable Skills — The following marketable skills are met in this course:

- Collaboration — students will interact with one another through class discussions on global sport issues.
- Communication — students will orally present research on a global sport/recreation topic to the class.
- Cultural Competency — students will examine sport and recreation through the lens of diverse global cultures and perspectives.
- Critical Thinking — students will critically evaluate real-world global sport issues and current events.
- Career Readiness — students will build skills necessary to thrive in international and cross-cultural sport/recreation professions.

Grading Policies

Outcome Measure	Points Per Item	Number of Items	Available Points
Quizzes	25	16	400
Presentation Topic Assignment	100	1	100
Midterm Exam	100	1	100
Final Exam	200	1	200
Misc. In-Class Assignments	—	—	100
Attendance	—	—	100
		Total	1000

**Letter grading as per SRSU policy will be used in this course.*

Be sure to complete all assignments by the due date. Depending on the assignment, late assignments may not be accepted or may be accepted but will have points deducted!

Course Requirements

Quizzes (25 points each, 16 total, 400 points total)

A short quiz will be given approximately once per week, corresponding to the assigned readings and topics for that week. Quizzes must be completed by the posted due date. Late quizzes will not be accepted. Working ahead of the due dates is highly encouraged.

Presentation Topic Assignment (100 points total)

Each student will research and orally present on an assigned or approved global sport/recreation topic (e.g., a country's sport culture, an international sport organization, a global sport issue). Presentations should demonstrate

depth of research, critical analysis, and clear, professional delivery. Specific presentation guidelines and a grading rubric will be posted in Blackboard.

Midterm Exam (100 points total)

A midterm exam will cover course material, readings, and discussions from the first half of the semester. The exam will consist of a mix of objective and short-answer questions.

Final Exam (200 points total)

A comprehensive final exam will be administered during finals week and will cover material from across the entire semester.

Misc. In-Class Assignments (100 points total)

Various in-class assignments and activities (discussions, case-study analyses, current-event write-ups, group work, etc.) will be assigned throughout the semester. In-class assignments generally cannot be made up unless the student has a verified, documented reason for their absence.

Attendance (100 points total, ½ points deducted for coming to class late)

Students earn points for attending each class session; ½ points will be deducted for arriving late. If tardy, the student must speak with the professor after class to receive the ½ points; the instructor will not automatically adjust the grade. If a class is missed without a verified, documented reason, the student will not receive attendance or in-class assignment points for that session.

Tentative Assignment Schedule

The schedule below is tentative and subject to change at the instructor's discretion. Any changes will be announced in class and posted in Blackboard.

Week	Dates (Tue/Thu)	Topic	Assignments Due
1	Aug 25 / 27	Chapter 1: Sport and How We Study It	Quiz 1
2	Sep 1 / 3	Chapter 2: Impact of Sport Participants and Sport Spectators	Quiz 2
3	Sep 8 / 10	Chapter 3: Impact of Sport Business, Management, and Media	Quiz 3
4	Sep 15 / 17	Chapter 4: Youth Sport and Development Through Sport	Quiz 4
5	Sep 22 / 24	Chapter 5: Coaching and Leadership in Sport	Quiz 5
6	Sep 29 / Oct 1	Chapter 6: Interscholastic and Intercollegiate Sport	Quiz 6
7	Oct 6 / 8	Chapter 7: International Sport and the Modern Olympic Games	Quiz 7
8	Oct 13 / 15	Midterm Review; Midterm	Quiz 8; Midterm
9	Oct 20 / 22	Chapter 8: Sporting Behavior, Ethics, and Moral Behavior	Quiz 9
10	Oct 27 / 29	Chapter 9: Race, Ethnicity, and Sport	Quiz 10
11	Nov 3 / 5	Chapter 10: Gender and Sport	Quiz 11
12	Nov 10 / 12	Chapter 11: Social Class and Sport	Quiz 12

Week	Dates (Tue/Thu)	Topic	Assignments Due
13	Nov 17 / 19	Chapter 12: Sport Experiences for Special Populations and Older Adults	Quiz 13
14	Nov 24 (Tue) / Nov 26 — No Class (Thanksgiving)	Chapter 13: Religion and Sport	Quiz 14 (Tue only)
15	Dec 1 / 3	Chapter 14: Government, Politics, and Sport	Quiz 15; Presentation Topic Assignment Due
16	Dec 8 / 10	Chapter 15: Deviance, Doping, and Violence in Sport; Chapter 16: Future Trends in Sport	Quiz 16; Presentations
Finals	Finals Week	Final (Research Topic)	Final

Course & University Requirements

All Course Requirements Deadline

Due to the time required for grading purposes, all course requirements must be submitted/completed by the Course Requirements Deadline. There will be no exceptions to this policy.

Late Work Policy

All coursework must be submitted by the provided due dates in Blackboard and in the syllabus. Quizzes must be completed by the due date for credit — NO LATE WORK WILL BE ACCEPTED FOR QUIZZES. All other work (assignments, projects, and exams) carries a 30% deduction for 1–7 days late. For consideration to turn in work more than one week late, the student must be approved by the professor for grading consideration; if approved, assignments turned in more than one week late will carry a minimum 50% deduction.

Learner Support — Blackboard

Our 24/7 Blackboard online support desk and toll-free hotline is made available to SRSU faculty and students to begin using immediately for any Blackboard technical support issues. SRSU 24/7 Blackboard Technical Support Online Support Desk Contact Info: Toll-Free: 888.837.6055; Email: blackboardsupport@sulross.edu.

University Policies

Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Accidents & Injuries

In the case of bodily or personal property damage, the Kinesiology Department will not be held responsible. The student must report any field experience related injury or illness to the instructor immediately. Any expense incurred due to injury or illness will be the student's responsibility.

Academic Integrity Statement

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Academic Civility Statement

Students are expected to interact with professors and peers in a respectful manner that enhances the learning environment. Professors may require a student who deviates from this expectation to leave the face-to-face (or virtual) classroom learning environment for that particular class session (and potentially subsequent class sessions) for a specific amount of time. In addition, the professor might consider the university disciplinary process (for Academic Affairs/Student Life) for egregious or continued disruptive behavior.

Academic Affairs Service Statement

Sul Ross faculty, staff, and students are expected to model responsible citizenship through service activities that promote personal and academic growth while enhancing the university, local, regional, national, and global communities. These activities will foster a culture of academic/public engagement that contributes to the achievement of the university's mission and core values.

Libraries Info

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

Academic Excellence Statement

Sul Ross holds high expectations for students to assume responsibility for their own individual learning. Students are also expected to achieve academic excellence by:

- Honoring the core values of Sul Ross.
- Upholding high standards of habit and behavior.
- Maintaining excellence through class attendance and punctuality.
- Preparing for active participation in all learning experiences.
- Putting forth their best individual effort.
- Continually improving as independent learners.
- Engaging in extracurricular opportunities that encourage personal and academic growth.
- Reflecting critically upon feedback and applying these lessons to meet future challenges.

ADA Statement

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

Classroom Climate of Respect

This class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose, and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another based on race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives, and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that unexpected life events, economic disparity, and health concerns could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

AI Policy

The University does not recommend or endorse any specific AI tools or resources. Students should be aware that many generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) store user input and may use this data to train future models. For this reason, students should never upload or share personal, confidential, or identifiable information — such as names, ID numbers, health data, or assignment submissions containing such details — into any generative AI platform. When using AI tools, students should verify whether the tool complies with student privacy standards as indicated by the University. Faculty may recommend specific tools that better align with institutional data privacy policies, but ultimate responsibility for data protection rests with users. Students are encouraged to use faculty-recommended platforms when engaging in coursework involving generative AI. The University is not liable for any adverse experience or impact when students interact with these tools.

Regarding Artificial Intelligence

The Sul Ross State University Kinesiology Department is committed to upholding the highest standards of academic integrity and excellence. As artificial intelligence (AI) tools become increasingly accessible, we recognize their potential as valuable resources for learning and innovation. However, it is imperative that students use AI tools ethically and responsibly.

The improper use of AI in assignments, including but not limited to generating content without proper attribution, submitting AI-generated work as one's own, or using AI tools to circumvent the learning process, constitutes academic dishonesty. Such actions undermine the educational goals of our programs and violate the University's Code of Conduct.

Students found to be improperly using AI for assignments may face severe consequences, including but not limited to receiving a failing grade for the assignment or course. Additionally, such violations will be referred to the Dean of Students Office for further disciplinary action, which may include probation, suspension, or expulsion from the University.

We encourage students to seek guidance from their instructors if they have any questions about the appropriate use of AI in their coursework. Our department is committed to fostering an environment of integrity, where students can achieve their academic and professional goals through honest and meaningful engagement with their studies.