

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

SRST 200 DL-01 – History of Sport and Leisure in America
3 Credits, Spring 2023
100% Online via Blackboard

Faculty

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Prerequisites/Corequisites: None

University Catalog Course Description: Traces the history of sport and leisure in America.

Course Overview

Through the utilization of scholarly interpretations, students examine a variety of topics, including the role of sport in early American culture, nature and pattern of sport during the Jazz Age, the interrelationship between exercise and health in nineteenth and twentieth century America, and the globalization of sport in the post-1945 period. Particular attention is devoted to the role of various ethnic and racial groups in American sport and the development of the sport and recreation industry.

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 24, 2022.

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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- 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. [Delete this sentence if not applicable.]
- 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://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
This course will be fully online throughout the spring 2022 semester. We will not meet face-to-face.
- 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 5 times per week (once per day).
- 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. Classes are to be attended each and every week.
- 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 is designed to enable students to do the following:

1. Describe how the recreation and sport industry developed as it moved from a pre-industrial to a post-industrial culture.
2. Demonstrate the interrelationship between sport and health and recreation industry in contemporary American society.
3. Identify the major trends in society and how they influenced the recreation and sport industry.
4. Describe the role played by various ethnic and racial groups in the sport and recreation industry.

Professional Standards: Upon completion of this course, students will have met the following professional standards:

- *Council on Accreditation of Parks, Recreation, and Tourism Related Professions 7.01*
Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related

professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.

Required Texts

1. Grundy, P. C., & Rader, B. G. (2019). *American sports: From the age of folk games to the age of the internet* (8th ed.). New York: Routledge.
2. Verducci, T. (2020). *Love, war, influenza, and the World Series: A story from the great beyond*.
3. Lewis, Michael. (2004). *Moneyball: The Art of Winning an Unfair Game*. W. W. Norton & Company.

Course Performance Evaluation

This course will be graded on a point system, with a total of 830 possible points.

Requirements		Points
Exams (midterm and final exam)		
#1	Midterm Exam	50
#2	Final Exam	50
Presentations: (2)		
	Historical Sports figure/Sporting Event (PowerPoint)	150
	Group Final Project Presentation (PowerPoint)	200
	Book Reports (2) 50 pts each	100
	Discussion Board Posts 14 weeks x 20 pts	280
TOTAL		830

Course Assignments

Readings: Students are expected to read the assigned material prior to the beginning of the lecture to which it is assigned. This is crucial for meaningful and informed discussions (which will be a very significant component of this course).

Discussions: 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.

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 280 total points (14 forums x 20 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.

Individual Presentation: Students will present on a topic related to historical aspects with a sport figure or event (i.e. Olympics). The layout will be provided for you.

Book Report: Students will submit two book reports throughout the semester based on the two that I've chosen. The layout will be provided for you.

Group Final Project Presentation: Students will submit the final group semester project presentation in week 15. The layout and rubric will be provided for you.

Exams (midterm and final): Students will submit a midterm and final exam throughout the course.

Missing or Late Assignments or Exams: Late assignments or make-up exams can only be granted in accordance with Mason policy. A fully documented illness making the student unable to complete the assigned work is one such basis. A personal exigency, properly documented, is another. Otherwise, no extension will be granted. Thus, late assignments or uncompleted exams will be treated as missing. *Failure to complete any required element of the course is grounds for failure.*

- Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Via, hard copy).

Grading Scale

Grade Scale			
A	94-100	C+	78-79
A-	90-93	C	74-77
B+	88-89	C-	70-73
B	84-87	D	60-69
B-	80-83	F	0-59

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Students must also be fully familiar with the document, "Safe Return to Campus and Remote Learning Guidance for Students Enrolled in CEHD Courses," which is posted under the "Course Content" tab of the course Blackboard site.

Class Schedule:

	DATE (MONDAY-SUNDAY)	TOPIC	READINGS/ASSIGNMENT DUE
w. 1	Jan. 23 – 29	Introductions/Sports in Early America	<i>Chapter One/forum 1-1</i>
w. 2	Jan. 30 – Feb. 5	The Setting for Nineteenth-Century Sports	Chapter Two/ forum 2-1
w. 3	Feb. 6 - 12	The Sporting Fraternity and its Spectacles	Chapter Three/ forum 3-1 ; Historical Sports figure/Sporting Event PP assignment due (Feb. 12th by 11:59 p.m.) via the dropbox.
w. 4	Feb. 13 - 19	The Rise of America’s National Game Elite Sports	Chapters Four and Five/ forum 4-1
w. 5	Feb. 20 - 26	The Rise of Intercollegiate Sports Broader Horizons	Chapters Six and Seven/ forum 5-1
w. 6	Feb. 27 – Mar. 5	Sports, Culture and Nation: 1900-1945	Chapter Eight/ forum 6-1 Book Report due (<i>Love, war, influenza, and the World Series: A story from the great beyond</i>) by Sunday, Mar. 5th by 11:59 p.m. via the dropbox.
w. 7	Mar. 6 - 12	The Rise of Organized Youth Sports The Age of Sports Heroes	Chapters Nine and 10/ forum 7-1
8	Mar. 13 - 19	Spring Break: No class and no assignment due	No assignment due
w. 9	Mar. 20 - 26	Baseball’s Golden Age; The Intercollegiate Football Spectacle	Chapters 11 and 12/ forum 9-1 ; midterm due Sunday, March 26th by 11 :59 p.m. via the dropbox.

DATE (MONDAY-SUNDAY)		TOPIC	READINGS/ASSIGNMENT DUE
w. 10	Mar. 27 – Apr. 2	The Rise and Decline of Organized Women’s Sports	Chapter 13/ forum 10-1
w. 11	Apr. 3-9	Globalizing Sports, Redefining Race	Chapters 14 and 15/ forum 11-1 ; Book Report #2 (Moneyball) due by Sunday, April 9th by 11 :59 p.m. via dropbox.
w. 12	Apr. 10-16	Professional Team Sports in the Age of Television College Sports in the Age of Television	Chapters 16 and 17/ forum 12-1
w. 13	Apr. 17-23	Racial Revolution Women’s Liberation	Chapters 18 and 19/ forum 13-1
w. 14	Apr. 24-30	All Sports All the Time	Chapter 20/ forum 14-1
w. 15	May 1-6 (Monday – Saturday)	Sports in the Twenty-First Century	Chapter 21/forum 15-1 Final Group Project PP presentation due Saturday, May 6th by 11 :59 p.m. via the dropbox.
w. 15	Finals Week (May 10– 17) (Wed - Wed)	No required reading due	Final exam due Wednesday, May 17th by 11 :59 p.m. via dropbox.

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://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://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.
- 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 <https://ds.gmu.edu/>).

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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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/students/> .

