

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

PRLS 601 – History of Leisure and Sport in American Society

DAY/TIME: Monday 4:00 – 7:00pm LOCATION: Fairfax
PROFESSOR: Dr. Steven Pope EMAIL ADDRESS
CREDITS: 3 PHONE NUMBER:
304.290.4755
PREREQUISITES: None OFFICE HOURS: Mon
2:00 – 4:00;
or by appointment

COURSE DESCRIPTION

Examines the role of leisure and sport in American Society from the early colonial period to the present day. Investigates the pattern of leisure and sport as America moved from a largely agrarian to a highly industrialized nation.

COURSE OBJECTIVES

Students will be able to:

1. Identify important individuals and the major events and organizations that have impacted and contributed to the evolution of leisure and sport in America.
2. Explain the interconnection between leisure, sport, and other societal institutions such as educational, political, religious, business, and the family.
3. Describe how leisure and sport in America have evolved from more informal, unorganized activities to more highly structured and organized phenomenon.
4. Enhance skills in the methods of historical inquiry.
5. Appreciate the value of history and historical methods
6. Strengthen careful reading skills (both written texts and visual images).
7. Improve skills in synthesizing and conveying information through oral and written expression.

COURSE OVERVIEW

This course, through the utilization of both scholarly interpretations and primary documents, examines the history of leisure and sport in America. A decided emphasis will be placed, moreover, on drawing connections between leisure and sport and other important societal institutions in America.

Sport and leisure occupy a fundamental place in American history. Sports and leisure pastimes are rarely “just fun and games”; rather, they are loaded with

cultural meanings – sometimes read as serious morality plays, sometimes as patriotic pageants, and other times as mere consumer spectacles. This course is designed to make students conversant in the history and historiography of American sport and leisure. The lectures, readings, and discussions will give attention to the major narratives and interpretations amongst historians as well as the dominant discourses within American society. As such, the thrust of this course is not that of memorizing anecdotal details and regurgitating the “received wisdom” about America’s sporting and leisurely history; rather, students are expected to integrate the readings, lectures and discussions so as to formulate critical, personal analyses of these aspects of American culture.

We will examine the myriad ways in which American sport and leisure pursuits have shaped American culture from the colonial times to the present. We will explore the relationship between sports and the development of American national identity; the ways in which sport informs ideas of class, gender, race, and ethnicity (as well as the ways by which group identities inform notions of sport and athleticism); the impact of urban, industrial changes and political developments upon American sporting culture at home and abroad; the nature of community and sport in the United States; the place of American sport within global culture; and the pervasiveness of sporting and leisurely nostalgia in contemporary discourses about the American past.

ATTENDANCE AND HONOR CODE

- Students are held to the standards of the George Mason University Honor Code. You are expected to attend all class sections, actively participate in class discussions, complete in-class exercises and fulfill all assignments. Assignments must be turned in at the beginning of class on the specified date due or **no credit will be given**. Please turn off cellular phones and other electronic devices before entering (and keep them on silent mode during) class.

REQUIRED TEXTS

- D.K. Wiggins, ed., *Sport in America: From Colonial Leisure to Celebrity Figures and Globalization*, Volume II (Human Kinetics, 2010).
- S.W. Pope, *Patriotic Games: Sporting Traditions in the American Imagination, 1876-1926* (University of Tennessee Press, 2007, paper; or the original hardcover edition published by Oxford University Press, 1997).
- J. Kasson, *Amusing the Million: Coney Island at the Turn of the Century* (Hill & Wang, 1978).
- A. Markovits and L. Rensmann, *Gaming the World: How Sports Are Reshaping Global Politics and Culture* (Princeton University Press, 2010).

ASSIGNMENTS AND GRADES

Exams - 40%

There will be two exams during the semester, each of which account for 20% of a student's grade. The exams will include a variety of questions (i.e. short answer, multiple choice, and essay) that are designed to evaluate students' knowledge of key issues/topics in the assigned readings and addressed in the course lectures, discussions, and film clips. **The mid-term exam will be given on October 17; the final exam 4:00 pm December 19.**

Paper - 30%

The term paper will take up a specific person, event, or moment within the history of American sport and leisure. This person, event, or moment will be examined with reference to some of the concepts (e.g. representation, power, ideology, identity, class, race, gender, sexuality) developed within the major critical intellectual traditions of the last fifty years (e.g. Cultural Studies, Marxism, Feminism, and Postmodernism). Students must utilize a particular concept or methodological approach of one social theorist in articulating their position in analysing the person/event/moment within sport and leisure (past or contemporary). **See Appendix page for some suggestions.**

The paper should demonstrate that the student a) has thought about the significance of the person, event, or moment to the study of culture and sport, physical activity, physical education, and/or health, b) is able to identify the concepts related to the schools of thought with which you are dealing, and c) is able to apply these concepts (that is, give more than a definition of the terms) to the analysis of the person, event, or moment.

The paper should be 6-8 pages (or approximately 2000 words not including references). **Due: 11/14.** Please adhere to 12-point font and one inch margins on the left, right, top and bottom of the page. Papers should be numbered and stapled (please do not submit written work in plastic folders).

Participation - 30%

This component consists principally of asking questions, contributing to discussions, and engaging with the course. Valuable class participation does not involve simply talking for the sake of it; rather, one should provide evidence that s/he is keeping up with the readings and is giving the themes serious thought and sustained inquiry. Obviously, one cannot actively participate in a significant way if one fails to do the assigned readings or does not attend class.

Students will be allowed two (2) absences during the semester without penalty to their final grade.

Grading

A+ 4.00 Satisfactory/Passing
A 4.00 Satisfactory/Passing

A-	3.67	Satisfactory/Passing
B+	3.33	Satisfactory/Passing
B	3.00	Satisfactory/Passing
B-	2.67	Satisfactory*/Passing
C	2.00	Unsatisfactory/Passing
F	0.00	Unsatisfactory/Failing

Course Expectations:

- *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 class discussion (which will be a very significant component of this course). Please bring assigned readings to class.
- *Films:* If a student misses a film that is viewed during class time it is his/her responsibility to find and see the film on his/her own time.
- *Note Taking:* Students are responsible for taking notes on all aspects of course presentation (lectures, films, class and group discussions, slides, guest lectures, etc). Regular attendance at lectures is therefore highly advised. Missed material will NOT be provided by the instructor.
- *Discussions:* Students are expected to actively participate in class discussions. This requires that students come prepared to discuss the readings/films and issues or questions they raise in a respectful and intellectual manner. While the articulation of conflicting viewpoints will be welcomed and encouraged, it is important that at all times everyone contribute to creating a classroom environment that promotes civil debate.
- As an aid to discussion students will be asked to prepare a one page, single-spaced synopsis/comment of the week's readings and distribute them to the other students and the professor. These should include a statement of the theme and author's thesis (students should use summary quotes from the reading) and a brief assessment of how the reading illuminates a course theme(s)? What types of sources did the author use? Can you think of any sources or related issues that the author might have used to improve the article? What key aspect of the American sporting and leisure past did you glean from the particular reading?
- In addition, each student will take her/his turn at leading the week's discussion.
- *Behavior:* Students are expected to be courteous and respectful of their fellow students and the instructor. Students must abide by the Mason Honor Code, guided by the spirit of academic integrity.
- *Academic misconduct:* Academic misconduct in any form (collusion, submission of missing material, cheating, and plagiarism) will result in failure for the papers and exam in question.

A few words about plagiarism:

Your professor(s) do not wish to discourage you from incorporating the ideas and statements of other historians/scholars in your written work. Not even

the most distinguished historians could develop his or her ideas without borrowing and incorporating the words and ideas of other scholars. As we will see this semester, the very nature of historical scholarship is an engagement of the words and interpretations of other historians.

Historian Richard Wightman Fox advises his students in the following manner:

Don't claim the ideas or words of someone else as your own.

Do use the ideas and words of others to help develop your own.

Do have friends read and comment on drafts of your papers. Always give explicit credit when you use anyone's exact thoughts or language, whether in paraphrasing or quoting them. Intellectual work is about developing and sharing your ideas, and it's about taking note of and praising other people who have shared good ones with you.

Social Justice

I am committed to social justice and the maintenance of a positive learning environment based on upon open communication, mutual respect, and non-discrimination on the basis of race, sex, age, disability, religion, sexual orientation, color, or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

Student Support

Any eligible student with an exceptionality documented through George Mason University's Disability Resource Center must notify the instructor so that suitable accommodations can be implemented.

COURSE SCHEDULE

(Subject to minor revisions at instructor's discretion)

<i>I. Pre-modern Sport and Leisure</i>	
Monday, August 29	<p>Objectives and expectations of the course</p> <p>Lecture: Key themes/issues in the origin and early development of "pre-modern Western society, I</p> <p>Read (for next week):</p> <ul style="list-style-type: none"> • Wiggins, <i>Sport in America</i>, 1-83, 105-22 (essays by Daniels, Breen, Adelman, • J. Mooney, "Cherokee Ball Play" http://www.sacred-texts.com/nam/cher/ • T. Higginson, "Saints and Their Bodies"
Monday, September 12	<p>Lecture: Key themes/issues in "pre-modern" leisure history, II</p> <p>Leisure Prototype: The Idler (B. Franklin, S. Johnson)</p> <p>Discussion: Sport/leisure in colonial and antebellum America</p>

	<p>Clips: “Trobriand Cricket”</p> <p>Read: Wiggins, <i>Sport in America</i>, 129-152, 175-192 Pope, <i>Patriotic Games</i>, 3-118</p>
II. Modern Sport and Leisure	
Monday, September 19	<p>Lecture: Social Orders, Early Spectacles, Muscular Christianity, and Urban Social Order in 1860</p> <p>Leisure Prototype: The Lounger (Rip Van Winkle)</p> <p>Clip: “Fit: Episodes in the History of the Body”</p> <p>Read: Pope, 121-56, Wiggins, 153-73, Kasson, 1-50; P. Vertinsky, “Sexual Equality and the Role of Catharine Beecher” http://www.la84foundation.org/SportsLibrary/JSH/JSH1979/JSH0601/jsh0601c.pdf</p>
Monday, September 26	<p>Lecture: Making American Sport/Leisure Spaces and Traditions: Baseball, Football, and Amusement Parks</p> <p>Leisure Prototype: Loafers, Tramps, Bohemians (Bartleby the Scrivener Walt Whitman)</p> <p>Clip: “Baseball” (First Inning)</p> <p>Read: Pope, ix – xlvii (introduction), 157-61 Kasson, 51-128</p> <p>E. Gorn, “The Manassa Mauler and the Fighting Marine: An Interpretation of the Isthmian Games” http://www.jstor.org/pss/27554545</p>
Monday, October 3	<p>Lecture: The First “Golden Age” of American sport</p> <p>Leisure Prototype: Bums and Flappers</p> <p>Clips: “Unforgivable Blackness”; “Sporting Fever”</p> <p>Read: A. Guttmann, “Introduction,” <i>Sport: The First Five Millennia</i> (pp. 1-6) http://books.google.com/books?id=OdTun2Or_qkC&printsec=frontcover#v=onepage</p>
Tuesday, October 11 (Columbus Day recess)	<p>Conceptual and theoretical approaches to the study of sport and leisure</p> <p>Students report on selection of theorist/conceptual approach to inform term paper</p> <p>Discussion: Characteristics of modern sport/leisure in U.S.A.</p>

	Read: Markovits, 157-206
Monday, October 17	Mid-term Exam Lecture: Female Physicality and the Battle over Women's Sport and Leisure Leisure Prototype: Beatniks and Teenagers Clips: "Pat and Mike"; "A League of Their Own" Read: Wiggins, 221-308
Monday, October 24	Lecture: Jim Crow Games: The Struggle over African American Sport and Leisure Clips: "Bingo Long's Travelling All Stars and Motor Kings"; "Black Diamonds, Black Stars" Read: Wiggins, 309-376; Markovits, 1-42
Monday, October 31	Lecture: Resistance and Transformation in Late Modernity Clips: "Fire on the Field: Sports in the 1960s"; "More than a Game" Read: Markovits, 43-156
Monday, November 7	Lecture/Discussion: Reputations, Redemption, and Reconstructing Fame; Car Culture Leisure Prototype: Surfers, Hippies, and Draft Dodgers Clips: "When We Were Kings"

III. Postmodernity	
Monday, November 14	NO CLASS MEETING TODAY---PAPERS DUE Read: Markovits, 206-326; Wiggins, 377-444
Monday, November 21	Discussion: The Globalization of the Sport and Leisure Industries Read: G. Ritzer, "Postmodern Ballparks," <i>Leisure Sciences</i> 23 (2001), 99-113; R. Rinehart, "Sport Performance in Four Acts: Players, Workers, Audience, and Immortality," <i>Qualitative Inquiry</i> 16 (March 2010).

Monday, December 5	Lecture/Discussion: <i>Les Sportes Californiens</i>: Extreme/Action Sports, Postmodernity and Virtual Leisure Leisure Prototype: Slackers Course Evaluation
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Appendix

Traditional Marxist Approaches

- Marx, K. (1858). *Grundrisse*. <http://grundrisse.blogspot.com/>.
- Gramsci, A. (1971). *Selections from the Prison Notebooks*.
- James, C. L. R. (1963). The Light and the Dark. *Beyond a Boundary* (pp. 49-65).
- Brohm, J-M. (1978). Sport, an ideological state apparatus. In J-M. Brohm (I. Fraser, Trans.), *Sport: A prison of measured time* (pp. 53-64). (Original work published 1976).
- Hoch, P. (1972). *Rip Off the Big Game: The Exploitation of Sports by the Power Elite*.
- Rigauer, B. (1981). Two Contrasting Interpretations of the Sport-Work Problem. *Sport and Work*. <http://booklens.com/bero-rigauer/sport-and-work>.
- McKay, J. (1986). Marxism as a Way of Seeing: Beyond the Limits of Current 'Critical' Approaches to Sport. *Sociology of Sport Journal*, 3(3), (pp. 261-272).
- Ingham, A. & Hardy, S. (1994). Sport Through the Lens of Raymond Williams. In Ingham, J. and Loy, J. eds. *Sport and Social Development*. 1-19.
- Giulianotti, R. (2005). Marx and Neo-Marxists: Sport, Work, Alienation and Ideology. In *Sport: A Critical Sociology* (pp. 29-42).

Sociology of Culture, Semiotics, Post-Structuralism, Cultural Studies

- Barthes, R. (1957). The World of Wrestling. In Barthes, *Mythologies*. http://www.tcnj.edu/~miranda/classes/theory_practice/barthes_wrestling.html
- Baudrillard, J. (1981). The Precession of Simulacra. The Hyper-real and the Imaginary. In *Simulacra and Simulation* (pp. 1-7, 12-15). http://books.google.com/books/about/Simulacra_and_simulation.html?id=9Z9biHaoLZIC
- Bourdieu, P. (1978). Sport and Social Class. *Social Science Information* 17 (6), pp. 819-840.
- Bourdieu, P. (1993). How Can One Be a Sports Fan? In *The Cultural Studies Reader*. Ed. Simon During (pp. 427-440).
- Booth, D. & Loy, J. (1999). Sport, Status, Style. *Sport History Review* 30, pp. 1-26.
- Andrews, D. (2000). Posting Up: French Post-Structuralism and the Critical Analysis of Contemporary Sporting Culture. In *Handbook of Sports Studies*. Coakley, J. & Dunning, E. eds. (pp. 106-138).
- Andrews, D. (1998). Feminizing Olympic Reality: Preliminary Dispatches from Baudrillard's Atlanta. *International Review for the Sociology of Sport* 33 (1), pp. 5-18.

Key Reference Works

- Giulianotti, R. (Ed.). (2004). *Sport and Modern Social Theorists*. Palgrave Macmillan.
- Jarvie, G., & Maguire, J. A. (1994). *Sport and Leisure in Social Thought*. Routledge.
- Coakley, J. & Dunning, E. (2000). *Handbook of Sport Studies*. Sage.
- Pope, S.W. & Nauright, J. (2010). *Routledge Companion to Sports History*. Routledge.
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- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

