

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

SRST 606 - 001 – Foundations of Sport and Recreation Studies (3)
Fall 2013

DAY/TIME:	Wed. 7:20-10:00p.m.	LOCATION:	RAC Conference Room #1118
PROFESSOR:	Dr. David K. Wiggins	EMAIL:	dwiggin1@gmu.edu
OFFICE:	Fx - RAC 2109	ADDRESS:	
LOCATION:		PHONE:	703.993.2057
OFFICE HOURS:	Mon 3:00 – 4:00 pm or by appointment	NUMBER:	
		FAX NUMBER:	703.993.2025

PREREQUISITE

Graduate Standing

COURSE DESCRIPTION

Examines the historical development of the Sport and Recreation Studies fields. Explores the interconnection between these phenomena in the context of the social, cultural and economic forces shaping American and global societies.

COURSE OBJECTIVES

Students will be able to:

1. Understand how individuals move from being performers to professionals.
2. Demonstrate the qualities and competencies required to be a professional in sport and recreation.
3. Identify the characteristics of a profession, professionalism, professionalization, and deprofessionalization.
4. Explain the missions and subject matter of sport and recreation.
5. Demonstrate how knowledge is transported and communicated in sport and recreation.
6. Justify the importance of lifelong learning in sport and recreation.

COURSE OVERVIEW

This course examines the profession of sport and recreation studies. The primary intent is to gain an understanding of the disciplinary nature of the profession, the missions, and subject matter of the profession, and the appropriate academic preparation as well as ethical responsibilities of those who have made the profession their career. Secondary readings, lectures, and discussions will be utilized to analyze such topics as the organization of knowledge in the profession, challenges faced by the profession in the 21st Century, and how knowledge is used in practice.

- 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**.

NATURE OF COURSE DELIVERY

Seminar

REQUIRED TEXTS

Selected essays and book chapters.

ASSIGNMENTS AND GRADES

Philosophical Paper	40 points
Participation and Discussion	30 points
Critiques	<u>30 points</u>
Total Points:	100

Grading Scale

A+ = 97 – 100	B+ = 88 – 89	C = 70 – 79
A = 93 – 96	B = 83 – 87	F = 0 – 69
A- = 90 – 92	B- = 80 – 82	

Course Expectations:

- *Readings:* Students are expected to read the assigned material prior to the beginning of the class to which it is assigned. This is crucial for meaningful and informed discussions (which will be a very significant component of this course). Please bring assigned readings to class.
- *Discussions:* Students are expected to actively participate in class discussions. This requires that students come prepared to discuss the readings and issues or questions they raise in a respectful and intellectual manner.
- *Critiques:* Students are expected to provide the theme of the previous week's readings from scholarly academic journals. In addition, they are to provide detailed analysis of both the strengths and weaknesses of the readings and what implications they have for the profession. Critiques should be approximately one paper, double-spaced in length.
- *Philosophical Paper:* Students are expected to provide a personal, philosophic statement regarding their beliefs about their specific academic discipline and the profession more generally. In providing their philosophical paper they should be sure to define profession, professionalism, professionalization, and deprofessionalization. The paper should also be based on all of the required readings and discussions (including presentations) in class. The philosophical paper should be six to eight pages in length using APA style.

COURSE SCHEDULE

Wednesday, August 28	Syllabus, requirements, and overview
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Wednesday, September 4	<p>Membership In the Profession W.R. Morford, "Toward a Profession, Not a Craft," <u>Quest</u> 18 (1972): 88-93</p> <p>H. Lawson, 'Paths Toward Professionalization," <u>Quest</u> 31(2) (1979): 231-243</p> <p>J. Broekhoff, 'Physical Education As a Profession," <u>Quest</u> 31(2) (1979): 244-254</p>
Wednesday, September 11	<p>Membership in the Profession H. Lawson and W.R. Morford, "The Crossdisciplinary Nature of Kinesiology and Sport Studies: Distinctions, Implications, and Advantages," <u>Quest</u>, 31 (1979): 222-230</p> <p><i>Guest Lecturer:</i> Dr. Mark Ginsburg, Dean, College of Education and Human Development (CEHD)</p>
Wednesday, September 18	<p>No Class-Work individually on Philosophical Paper</p>
Wednesday, September 25	<p>The Disciplinary Movement F.M. Henry, "Physical Education: An Academic Discipline" <u>Journal of Health, Physical Education, and Recreation</u> 35 (1964): 32-33, 69.</p> <p>F.M. Henry, "The Academic Discipline of Physical Education" <u>Quest</u> 29 (1978): 13-29.</p> <p><i>Guest Lecturer:</i> Dr. Gary Galuzzo, Professor and Director of the Ph.D. Program in CEHD</p>
Wednesday, October 2	<p>Art and Science of Performance G. Twietmeyer, "Suffering Play: Can the Time Spent on Play and Games Be Justified in a Suffering World" <u>Quest</u> 59(2) (2007): 201-211</p> <p>S. Kretchmar, "Why Do We Care So Much About Mere Games?" <u>Quest</u> 57(2) (2005): 181-191.</p> <p><i>Guest Lecturer:</i> Dr. Brenda Wiggins, Associate Professor and Co-Coordinator, Sport and Recreation Studies</p>
Wednesday, October 9	<p>Mission and Subject Matter in Sport and Recreation D. Booth, "Politics and Pleasure: The Philosophy of Physical Education Revisited" <u>Quest</u> 61(2) (2009): 133-153.</p> <p>W.G. Morgan "Amateurism and Professionalism As Moral Languages: In Search of a Moral Image for Sport" <u>Quest</u> 45(4) (1993): 470-493.</p> <p><i>Guest Lecturer:</i> Dr. Robert Baker, Associate Professor and Academic Program Coordinator, Sport Management</p>
Wednesday, October 16	<p>Careers and Career Planning in Sport and Recreation M. Meyerson, "Civilizing Education: Uniting Liberal and Professional Learning" <u>Daedalus</u> 103(4) (1974): 173-189.</p> <p>H.B. Sagen, "Careers, Competencies, and Liberal Education" <u>Liberal Education</u> 65(2) (1979): 150-166.</p>

	<i>Guest Lecturer:</i> Dr. Pierre Rodgers, Associate Professor and Co-Coordinator, Sport and Recreation Studies
Wednesday, October 23	<p>Generating Knowledge for the Profession C. Nash and D. Collins, "Tacit Knowledge in Expert Coaching: Science or Art?" <u>Quest</u> 58(4) (2006): 465-477.</p> <p>Sport Art: Spectacle or Sacrament? <u>Journal of Physical Education, Recreation, and Dance</u> 53(2) (1982): 27-39.</p> <p><i>Guest Lecturer:</i> Dr. Chris Atwater, Assistant Professor, Sport Management</p>
Wednesday, October 30	<p>The Organization and Knowledge for the Profession J. Hughson and C. Tapsell, "Physical Education and the Two Cultures Debate: Lessons from Dr. Leavis" <u>Quest</u> 58(4) (2006): 410-423.</p> <p>H. Lawson, "Childhood in Crisis, The Helping Professions and the Social Responsibilities of Universities" <u>Quest</u> 49(1) (1997): 8-33.</p> <p><i>Guest Lecturer:</i> Mr. Craig Esherick, Assistant Professor, Associate Director, Center for Sport Management</p>
Wednesday, November 6	<p>Transportation and Communication of Knowledge in the Profession H. Lawson, "Transportation and Communication of Knowledge" in H. Lawson, <u>Invitation To Physical Education</u>, Champaign, IL: Human Kinetics, 1984, pp. 151-173.</p> <p><i>Guest Lecturer:</i> Dr. Matt Ferry, Assistant Professor, Health and Physical Education</p>
Wednesday, November 13	<p>Using Knowledge in Practice L. Ekstrom, "Liars, Medicine, and Compassion" <u>Journal of Medicine and Philosophy</u> (2012): 1-22.</p> <p>J. Denison and Z. Avner, "Positive Coaching: Ethical Practices for Athletic Development" <u>Quest</u> 63(2) (2011): 209-227.</p> <p><i>Guest Lecturer:</i> Dr. Jim Kozlowski, Associate Professor, Parks, Recreation and Leisure Studies</p>
Wednesday, November 20	<p>Lifelong Learning: The Key to Professionalism W.F. Earls, "How Teachers Avoid Burn-Out" <u>Journal of Physical Education, Recreation, and Dance</u> 52(9) (1981): 39-40.</p> <p>H. Lawson, "A Conceptual Model for the Application of Sport Studies to Practice" <u>Motor Skills: Theory in Practice</u> 5(1) (1982).</p> <p><i>Guest Lecturer:</i> TBD</p>
Wednesday, November 27	Thanksgiving Break
Wednesday, December 4	Conclusion and Philosophical Papers

Note: Faculty reserves the right to alter the schedule as necessary.

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- 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/policies/responsible-use-of-computing/>].
- 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.

Campus Resources

- 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/>].

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

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.

