

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism

**PRLS 601 - 001 - History of Leisure and Sport in American Society  
Fall 2015**

DAY/TIME:	Wed. 4:30 – 7:10pm	LOCATION:	Robinson B 204
<b>PROFESSOR:</b>	Dr. David K. Wiggins	EMAIL	<a href="mailto:dwiggin1@gmu.edu">dwiggin1@gmu.edu</a>
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LOCATION:		PHONE	703.993.2057
OFFICE HOURS:	By appointment	NUMBER:	
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**PREREQUISITE**

Graduate Standing

**COURSE DESCRIPTION**

Examines 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.

- 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**.

### **PROFESSIONAL ASSOCIATION PRINCIPLES**

Courses offered in the Sport and Recreation Studies (SRST) graduate program are guided by the principles of the Commission of Sport Management Accreditation (COSMA). COSMA (2010, p. 1) “bases its accrediting process on principles, rather than standards.” The eight recommended principles are:

- outcomes assessment;
- strategic planning;
- curriculum;
- faculty;
- scholarly and professional activities;
- resources;
- internal and external relationships; and
- educational innovation.

For more information, please see:

Commission of Sport Management Accreditation. (2010, June). Accreditation principles and self study preparation. Retrieved November 23, 2013 from <http://cosmaweb.org/accredmanuals>

### **NATURE OF COURSE DELIVERY**

Seminar

### **REQUIRED TEXTS**

D.K. Wiggins, ed., *Sport in America: From Colonial Leisure to Celebrity Figures and Globalization*, Volume II (Human Kinetics, 2010).

J. Kasson, *Amusing the Million: Coney Island at the Turn of the Century* (Hill & Wang, 1978).

B.M. Ingrassia, *The Rise of Gridiron University: Higher Education's Uneasy Alliance With Big-Time Football* (University Press of Kansas, 2012).

J. Schultz, *Qualifying Times: Points of Change in U.S. Women's Sport* (University of Illinois Press, 2014).

## ASSIGNMENTS AND GRADES

### Paper – 60%

The term paper will take up a specific person, event, or moment within the history of American sport and leisure. This 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, health, or leisure. The paper should be 12-15 pages in length.

### Participation - 40%

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.

### 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 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.
- *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 discussions students will be asked to prepare a one page single spaced synopsis of the week's readings. These should include a statement of the theme and author's thesis 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?

## COURSE SCHEDULE

I.

Wednesday, September, 2	<b>Objectives and expectations of the course</b>
Wednesday, September 9  Wednesday, September 16	<b>Sport and Leisure Prior to Colonization</b>  Wiggins, 1-30  <b>Out of Class Research on Paper.</b>
<b>II.</b>	
Wednesday, September 23	<b>Pattern of Sport in Early America, 1607-1776</b>  Kasson, 11-28, Ingrassia, 1-39
Wednesday, September 30	<b>Transformation of Sport In a Rapidly Changing Society, 1776-1870</b>  Wiggins, 41-122, Kasson, 29-54
Wednesday, October 7	<b>Individual Meeting with Dr. Wiggins to discuss research project.</b>
Wednesday, October 14  Wednesday, October 21	<b>Out of Class Research on Paper</b>  <b>Sport in the Era of Industrialization and Reform, 1870-1915</b>  Wiggins, 123-192, Kasson, 57-112, Ingrassia, 47-138, Schultz, 15-46
Wednesday, October 28	<b>Sport in the Era of Industrialization and Reform, 1870-1915</b>  <b>Read:</b> Wiggins, 123-192
Wednesday, November 4	<b>Sport, The Great Depression, and Two World Wars, 1915-1950</b>  <b>Read:</b> Wiggins, 193-308, Ingrassia, 139-206, Schultz, 47-71
Wednesday, November 11	<b>Sport, The Great Depression, and Two World Wars, 1915-1950</b>  <b>Read:</b> Wiggins, 193-308, Schultz, 73-121
Wednesday,	<b>The Age of Sport, Television, Discord, and Personal Fulfillment, 1950-1985</b>

November 18	<b>Read:</b> Wiggins, 309-375, Schultz, 122-199
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<b>III.</b>	
Wednesday, November 25	<b>Thanksgiving Break</b>
Wednesday, December 2	<b>Sport During the Period of Celebrity and Globalization, 1985-Present</b>  Read: 377-444
Wednesday, December 9	<b>Research Project due</b>

*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/hc/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.

