

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

SPMT 200 (001)–History of Sport and Leisure in America (3)
Spring 2016

DAY/TIME:	TR Noon – 1:15p.m.	LOCATION:	Aquia 219
PROFESSOR:	Dr. David K. Wiggins	EMAIL ADDRESS:	dwiggin1@gmu.edu
OFFICE LOCATION:	Bull Run Hall #201	PHONE NUMBER:	703-993-2057
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PREREQUISITES: None

COURSE DESCRIPTION

Traces the historical foundations of sport and recreation in America.

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 OBJECTIVES

At the completion of this course students should be able to:

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 the 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 meet the following professional accreditation 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 READINGS

1. Elliott J. Gorn and Warren Goldstein, *A Brief History of American Sports*. Urbana: University of Illinois Press, 2013
2. Chris Elzey and David K. Wiggins, eds., *DC Sports: The Nation's Capital at Play*. Fayetteville, AR: The University of Arkansas Press, 2015.
3. Daniel James Brown, *The Boys in the Boat: Nine Americans and Their Epic Quest for Gold at the 1936 Berlin Olympics*.

NATURE OF COURSE DELIVERY: Face to Face

EVALUATION

This course will be graded on a point system, with a total of 400 possible points.

Requirements	Points
Exam (see tentative schedule for content of each exam)	
#1	70
#2	70
#3	70
Quizzes (announced dealing with the required readings)	70
Presentation (see description below)	70
Book Review	<u>50</u>
TOTAL	400

Grading Scale

A = 360- 400	C 280-319	F 0-239
B = 320 -359	D 240-279	

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 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.
- *Presentation:* Students are divided into groups and asked to make a presentation on an important individual from the world of recreation or sport. They will be evaluated on content, historical accuracy, and the ability to create dialogue and discussion among the rest of the students in the class.

SPMT 200 Presentation Rubric

	1- Not Competent	2-Somewhat Competent	3-Competent	4-Highly Competent
Overall Content				
Historical Accuracy				
Dialogue and Generated Discussion				
Quality of Secondary and Primary Source Material				
Use of Technology				

TENTATIVE COURSE SCHEDULE

DATE			TOPIC	READINGS/ASSIGNMENT DUE
T	January	19	Introduction	
R	January	21	Ancient Greek Sport to Early American Sport	
T	January	26	Ancient Greek Sport to Early American Sport	
R	January	28	Ancient Greek Sport to Early American Sport	

DATE			TOPIC	READINGS/ASSIGNMENT DUE
T	February	2	Ancient Greek Sport to Early American Sport	
R	February	4	Ancient Greek Sport to Early American Sport	
T	February	9	Ancient Greek Sport to Early American Sport	
R	February	11	Ancient Greek Sport to Early American Sport	
T	February	16	America Becomes a Sporting Nation	Gorn & Goldstein, 3-46.
R	February	18	America Becomes a Sporting Nation	Gorn & Goldstein, 3-46.
T	February	23	Saints and Their Bodies: Sport Through 1860	Gorn & Goldstein, 47-97.
R	February	25	Saints and Their Bodies: Sport Through 1860	Gorn & Goldstein, 47-97.
T	March	1	Review	
R	March	4	First Exam	
T	March	8	Spring Break	
R	March	10	Spring Break	
T	March	15	Vigorous, Manly, Out-of-Door Sports: The Gilded Age	Gorn & Goldstein, 98-149. Elzey & Wiggins, 1-18.
R	March	17	Vigorous, Manly, Out-of-Door Sports: The Gilded Age	Gorn & Goldstein, 98-149. Elzey & Wiggins, 19-36.
T	March	22	Sports with a Mission: Football and Basketball	Gorn & Goldstein, 153-182. Elzey & Wiggins, 37-56.
R	March	24	Sports with a Mission: Football and Basketball	Gorn & Goldstein, 153-182. Elzey & Wiggins, 57-72.
T	March	29	Review	
R	March	31	Second Exam	
T	April	5	Play, Business, and Space: Sports and the Public Sphere	Gorn & Goldstein, 183-221 Elzey & Wiggins, 73-88 and 105-128.
R	April	7	Play, Business, and Space: Sports and the Public Sphere	Gorn & Goldstein, 183-221. Elzey & Wiggins, 89-104.
T	April	12	Money, Television, Drugs, and the Win: Dilemmas of Modern Sports	Gorn & Goldstein, 222-249. Elzey & Wiggins, 129-146 and 147-164.
R	April	14	Money, Television, Drugs, and the Win: Dilemmas of Modern Sports	Gorn & Goldstein, 222-249. Elzey & Wiggins, 165-184 and 185-204.

DATE			TOPIC	READINGS/ASSIGNMENT DUE
T	April	19	Sports for a New Century	Gorn & Goldstein, 251-285. Elzey & Wiggins, 205-230 and 231-248.
R	April	21	Sports for a New Century	Gorn & Goldstein, 251-285. Elzey & Wiggins, 249-266 and 267-284.
T	April	26	Sports for a New Century	Gorn & Goldstein, 251-285. Elzey & Wiggins, 285-302 and 303-317.
R	April	28	Review	

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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor [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.

