

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism

SRST 200 – History of Sport and Leisure in America (3)  
Summer 2016 (001)

DAY/TIME: M-F 8:30-12:15a.m. LOCATION: West #1004  
PROFESSOR: Dr. David K. Wiggins EMAIL ADDRESS: [dwiggin1@gmu.edu](mailto:dwiggin1@gmu.edu)  
OFFICE LOCATION: Bull Run Hall #201 PHONE NUMBER: 703-993-2057  
OFFICE HOURS: by appt.  
PREREQUISITES: None

#### COURSE DESCRIPTION

This course traces the historical foundation 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 recreation.

#### COURSE OBJECTIVES

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

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

#### 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*. University of Illinois Press, 2013
2. Chris Elzey and David K. Wiggins, eds. *DC Sports: The Nation's Capital at Play*. The University of Arkansas Press, 2015.
3. Daniel James Brown, *The Boys in the Boat*. Penguin, 2013.

NATURE OF COURSE DELIVERY: Hybrid

#### EVALUATION

This course will be graded on a point system, with a total of 150 possible points.

<b>Requirements</b>	<b>Points</b>
Exam (Monday, May 31)	75
Book Review ( <i>DC Sports</i> , Friday, June 31)	25
Book Review ( <i>Boys in the Boat</i> , Friday, June 10)	25
Biographical Paper (Friday, June 15)	<u>25</u>
	150

TOTAL

**Grading Scale**

A+ = 144 –150	B+ = 123 –128	C+ = 106 –111	D = 87 –92
A = 136 –143	B = 118 –122	C = 100 –105	F = 0 –86
A- = 129 –135	B- = 112 –117	C- = 93 –99	

*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.
- *Biographical Paper:* Students are to write a biographical paper of 6-8 pages of a well-known individual from sport or recreation born prior to 1952. The paper should focus on the early life of the individual, his or her major professional accomplishments, and post-professional career. Assessment of the paper will be based on the rubric below.
- *Book Reviews:* Students are expected to complete two book reviews that provide the central themes, strengths and weaknesses, and overall evaluation of writing style and content.

**PHED 200 Biographical Paper Rubric**

	1- Not Competent	2-Somewhat Competent	3-Competent	4-Highly Competent
Overall Content				
Historical Accuracy				
Writing and Organization				
Quality of Secondary and Primary Source Material				
Punctuation				

TENTATIVE COURSE SCHEDULE

DATE			TOPIC	READINGS/ASSIGNMENT DUE
M	May	16	Early American Sport and Recreation	Gorn and Goldstein, 3 - 46
T	May	17	Saints and Their Bodies	Gorn and Goldstein, 47-97
W	May	18	Vigorous, Manly, Out of Door Sports: The Gilded Age	Gorn and Goldstein, 98-152
R	May	19	Sport and Its Discontents: The Twentieth Century	Gorn and Goldstein, 153-182
F	May	20	Play, Business and Space: Sports and the Public Sphere	Gorn and Goldstein, 183-254
M	May	31	Exam	Scan and Email as an attachment
F	June	3	Book Review on <i>DC Sports</i>	Email as an attachment
F	June	10	Book Review on <i>Boys in the Boat</i>	Email as an attachment
W	June	15	Biographical Paper	Email as an attachment

*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/the-mason-honor-code-2/>].
- 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.

