

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism
SRST 200 - 002 – History of Sport and Leisure in America (3)
Spring 2017
Sport and Recreation Studies

DAY/TIME:	Thursday. 1:30-4:15	LOCATION:	Thompson 1020
PROFESSOR:	Dr. David K. Wiggins	EMAIL:	dwiggin1@gmu.edu
OFFICE:	RAC 2109	ADDRESS:	
LOCATION:		PHONE:	703.993.2057
OFFICE HOURS:	By appointment	NUMBER:	
		FAX NUMBER:	703.993.2025

PREREQUISITE

None

COURSE DESCRIPTION

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 DELIVERY METHOD

This course will be delivered using a lecture format.

COURSE OBJECTIVES

Students will 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 TEXTS

Richard O. Davies, *Sports in American Life: A History*. Malden, Ma: Wiley Blackwell, 2017.

Chris Elzey and David K. Wiggins, eds., *DC Sports: The Nation's Capital at Play*. Fayetteville, AR: The University of Arkansas Press, 2015.

Daniel James Brown, *The Boys in the Boat: Nine Americans and Their Epic Quest for Gold at the 1936 Berlin Olympics*. New York: Penguin Books, 2013.

COURSE PERFORMANCE EVALUATION

Requirements

Exam #1	70 points
Exam #2	70 points
Exam #3	70 points
Presentation	70 points
Book Review	<u>70 points</u>
Total Points:	350 points

Grading Scale

A = 315-350	D = 210-244
B = 280-314	F = 0-209
C = 245-279	

PROFESSIONAL DISPOSITIONS

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

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 and essential for preparing for lectures. 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 should be presented in a respectful and intellectual manner.
- *Presentation:* Students are divided into groups and asked to make a presentation on an important individual from the world of recreation and 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.

SRST 200 Presentation Rubric

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

Use of Technology				
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COURSE SCHEDULE

Thursday, January, 26	Syllabus, requirements, and overview
Thursday, February, 2	Ancient Greek Sport to the Emergence of Organized Sports, 1607-1860
Thursday, February 9	Ancient Greek Sport to the Emergence of Organized Sports, 1607-1860 Davies, pp. 7-30.
Thursday, February 16	Baseball: “America’s Game” and Sports and the Emergence of Modern America, 1865-1920 Davies, pp. 33-72. Elzey and Wiggins, Chapter 2, pp. 19-35.
Thursday, February 23	The Emergence of King Football and The National Pastime: Baseball, 1890-1930 Davies, pp. 74-118. Elzey and Wiggins, Chapter 3, pp. 37-56.
Thursday, March 2	Playing Nice: Women and Sports, 1860-1945 and Sports in the Age of Ballyhoo, Depression, and War, 1920-1945 Davies, pp. 120-161. Elzey and Wiggins, Chapter 5 and Chapter 6, pp. 73-88, 89-104.
Thursday, March 9	Exam #1
Thursday, March 16	Spring Break
Thursday, March 23	Sports on Campus, 1920-1950 and America’s Great Dilemma Davies, pp. 163-214. Elzey and Wiggins, Chapter 4, pp. 57-72.
Thursday, March 30	“The Thrill of Victory, the Agony of Defeat”: Television Revolutionizes Sports and The Big Business of College Sports Davies, pp. 217-271. Elzey and Wiggins, Chapter 15, pp. 267-283.
Thursday, April 6	Play for Pay: Professional Sports in America and Do You Believe in Miracles? Davies, pp. 273-329. Elzey and Wiggins, Chapter 11 and 12, pp. 185-229.
Thursday, April 13	Exam #2

Thursday, April 20	The Persistent Dilemma of Race Davies, pp. 331-362.
Thursday, April 27	Playing Nice No Longer: Women's Sports, 1960-2015 and "Only in America" Davies, pp. 365-419. Elzey and Wiggins, Chapter 13, pp. 231-247.
Thursday, May, 4	The Democratization of Sports and Epilogue Davies, pp. 421-460. Elzey and Wiggins, Chapter 16, pp. 285-301.

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

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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. 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 stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The Writing Center 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/>).
- The 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

