

**George Mason University**  
**College of Education and Human Development**  
**Sport and Recreation Studies**

SRST 200.003 – History of Sport and Leisure in America  
3 Credits, Fall 2017  
T 4:30-7:10 pm Innovation Hall 215G – Fairfax Campus

**Faculty**

Name: Dr. R. Pierre Rodgers  
Office Hours: TR 11:30a – 1:00p 1409 Thompson Hall and By Arrangement  
Office Location: Recreation and Athletic Complex (RAC) 2109 (Fairfax Campus); Bull Run Hall 201F (Science and Technology Campus); Thompson Hall 1409 (Fairfax Campus)  
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**Prerequisites/Corequisites**

None

**University Catalog Course Description**

Traces the history of sport and leisure in America.

**Course Overview**

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/discussion format.

**Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

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 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 have met the following professional 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

Davies, R. O. (2017). *Sports in American life: A history* (3<sup>rd</sup> ed.). Malden, MA: Wiley Blackwell.

Brown, D. J. (2013). *The boys in the boat: Nine Americans and their epic quest for gold at the 1936 Berlin Olympics*. New York: Penguin.

Wiggins, D. K., & Swanson, R. A. (2016). *Separate games: African American sport behind the walls of segregation*. Fayetteville, AR: The University of Arkansas Press.

## Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and/or Examinations**

- **Course Expectations**

- **Readings.** 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.** Discussions: Students are expected to actively participate in class discussions. This requires that student 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				

- **Grading**

Grades will be assigned on the basis of three tests at 20%; an in-class presentation based on an individual from the world or recreation and sport at 20%; and a book review makes up the remaining 20%. You will be notified about any additional readings. Specific guidelines pertaining to presentation and book review content will be provided.

Final grades and individual assignments will be recorded with “plus/minus” letter grade annotations. You can use the table below to do your own grade calculation. Convert letter grades to numerical equivalents using this scale: A=10, A-=9, B+=8, B=7, B-=6, C+=5, C=4, C-=3, D=2, F=1. Multiply the numerical equivalent by the weight to get the weighted value. Add the weighted values and use the conversion scale to convert the total back to a letter grade. (Note: No credit towards graduation accrues from a failing grade or from a grade that is replaced by a retaken course. For more information, please consult the current edition of the university catalog.)

	Letter Grade	Numerical Equivalent	Weight	Weighted Value
Test 1: Davies, chapters 1-7; Wiggins & Swanson, chapters 1, 3, 4, 6, 8			.20	
Test 2: Davies, chapters 8-13; Wiggins & Swanson, chapters 7, 9, 11			.20	
Test 3 (final): Davies, chapters 14-17			.20	
Class Presentation: a group-led discussion of an assigned important individual from the world of recreation or sport. Presentation will be evaluated on rubric; must invite			.20	

	Letter Grade	Numerical Equivalent	Weight	Weighted Value
class participation.				
Book Review: solo written book review on assigned recreation/sport-based book; typed, double spaced with 12 Times News Roman font; must include an introduction/justification/thesis, analysis, and conclusion.			.20	
TOTAL				

### Grading Scale

A = 10.0-9.5	B+ = 8.9-8.0	C+ = 5.9-5.0	D = 2.9-2.0
A- = 9.49-9.0	B = 7.9-7.0	C = 4.9-4.0	F = 1.9-0.0
	B- = 6.9-6.0	C- = 3.9-3.0	

### Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

### Class Schedule

Date		Assignment	Reading
January	23	Syllabus, requirements, and overview: Ancient Greek Sport to the Emergence of Organized Sports, 1607-1860	Wiggins & Swanson: Chapter 1: pp. 3-18
	30	Ancient Greek Sport to the Emergence of Organized Sports, 1607-1860	Davies, pp. 7-30
February	6	Baseball: "America's Game" <b>and</b> Sports the Emergence of Modern America, 1865-1920	Davies, pp. 33-72; Wiggins & Swanson, Chapter 8, pp.129-141
	13	The Emergence of King Football and The National Pastime: Baseball 1890-1930	Davies, pp.120-160; Wiggins & Swanson, Chapter 6, pp. 93-108
	20	Playing Nice: Women and Sports, 1860-1945 <b>and</b> Sports in the Age of Ballyhoo, Depression, and War, 1920-1945	Davies, pp. 120-161; Wiggins & Swanson, Chapter 3, pp. 37-60 or Chapter 4, pp. 61-71
	27	TEST 1	
March	6	Sports on Campus, 1920-1950; and America's Great Dilemma	Davies, pp.163-214; Wiggins & Swanson, Chapter 9, pp. 145-164

Date		Assignment	Reading
	13	SPRING BREAK (NO CLASS)	
	20	“The Thrill of Victory, the Agony of Defeat”: Television Revolutionizes Sports <b>and</b> The Big Business of College Sports	Davies, pp. 217-271; Wiggins & Swanson, Chapter 11, pp. 179-202
	27	Play for Pay: Professional Sports in America <b>and</b> Do You Believe in Miracles?	Davies, pp. 273-329; Wiggins & Swanson, Chapter 7, pp. 109-128
April	3	TEST 2	
	10	The Persistent Dilemma of Race	Davies, pp. 332-362; Brown, <i>Boys in the Boat</i> , Part 1: Chapters 1-5 (p. 80)
	17	Playing Nice No Longer: Women’s Sports, 1960-2015 <b>and</b> “Only in America”	Davies, pp. 365-419 Brown, <i>Boys in the Boat</i> , Part 2: Chapters 6-8 (p. 145)
	24	The Democratization of Sports and Epilogue	Davies, pp. 421-460 Brown, <i>Boys in the Boat</i> , Part 3: Chapters 9-12 (p. 226)
May	1	BOOK REVIEW DUE	Brown, <i>Boys in the Boat</i> , Part 4
	15	TEST 3 (TUESDAY) 4:30 p.m.-7:15 p.m.	

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

### 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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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](mailto: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/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

