

George Mason University  
School of Recreation, Health, and Tourism

SPMT 321, Section A01 – America Through Baseball  
Three (3) Credits



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Office Hours: **While I do not have a physical office, I have Skype and FaceTime. I will be happy to meet with you over Skype or FaceTime to answer any questions or alleviate any concerns you may have. Please email me to set up a Skype or FaceTime appointment.**

**Course Description:**

Baseball has often been considered America’s national pastime, a game that has helped define the history of the country. As Jacques Barzun, a French-born American scholar and critic once said, “Whoever wants to know the heart and mind of America had better learn baseball, the rules and realities of the game....” Barzun’s quote highlights the centrality of baseball in America.

This course is an examination of the role of baseball in American culture. The course studies baseball as a cultural and social institution in the United States over the past 150 years. This class will **not** engage in baseball trivia, or enter into debates over the greatest player or team. Instead, this class will focus on how baseball highlighted many of the promises, perils, and paradoxes inherent in American history. Baseball tells the story of American democracy and progress. Yet, it also tells the story of the conflicts that arose, specifically rural against urban, labor against capital, and civil rights against racial segregation and the struggle for racial equality. Studying the history of baseball can help us better understand the history of the United States.

**Course Objectives:**

The student will be able to:

- Demonstrate an understanding of the role of baseball in American culture
- Present an understanding of baseball as a cultural institution
- Demonstrate an understanding of the social, political, and legal issues that have affected baseball
- Analyze using a variety of primary sources
- Analyze baseball through film and literature
- Reflect on his or her relationship with baseball

**Course Delivery:**

Online

**Structure:**

**This will be an intensive reading, viewing, and writing course. After all, we are compressing a fifteen-week class into five weeks.** The class will be broken into five (5) modules. Each module will cover baseball during a specific period, containing readings from the required texts, selected primary and secondary sources, and films for you to view. Furthermore, each module contains PowerPoints that will help you identify important people, events, and themes from that period. All the primary and secondary sources will be made available on Blackboard unless specified otherwise.

**Adding and Dropping the Class:**

The last day you may add or drop the class without a tuition penalty is May 23, 2018. The final drop deadline is June 4, 2018.

**Email:**

I am glad you are in this class, and I want you to do well. One of the best ways of doing so is to ask questions or just chat with me, **either by email, by phone, or through FaceTime or Skype**. I genuinely enjoy meeting students and learning from and about them.

Likewise, as college students of the 21<sup>st</sup> Century, I encourage you to use email as a means of sharing any questions or concerns you may have. To ensure that I receive your message, **please send it from your GMU address**. Your messages should be grammatically correct with proper spelling. **Do not use text messaging abbreviations**. Please allow me at least twenty-four (24) hours to reply. **Emails containing changes to the syllabus and additional course information may occur during the semester, so it is important for you to regularly to check your email.**

**Required Texts:**

- Jules Tygiel, *Past Time: Baseball as History*. New York: Oxford University Press, 2001.
- Jonathan Eig, *Opening Day: The Story of Jackie Robinson's First Season* (New York: Simon & Schuster, 2007).

### Required Films:

- *Baseball* by Ken Burns
- *Eight Men Out*
- *The Natural*
- *A League of Their Own*
- *Moneyball*
- *Field of Dreams*

**A Note on Films:** Most of the films can be streamed online from the course Blackboard website. **To do so, you will need to view this on the latest version of Chrome to view this film on a PC or laptop. To play content on your mobile device, download the video player by searching for "Swank Media Player" in Apple iTunes or Google Play Store.** An Android app is required on Android, and an iOS app is required on iOS. If you are unable to stream the videos, the films are also available through Netflix, Redbox, Amazon, and on reserve at the George Mason library.

### Course Requirements:

**Syllabus Quiz:** The syllabus quiz is designed to help you understand the course policies outlined. On the first official day of class, the syllabus quiz will be emailed to you. The quiz will be due by **11:59 p.m. (EST) on May 23**. Your responses should be emailed to me in Microsoft Word or RTF formats only. **You are responsible for notifying me in the event you do not receive the email. Please do so as soon as possible.**

**Argument Essays:** You will be required to write three (3) argument essays during the summer session. Within the course schedule, you will find three (3) open ended questions designed to get you to critically analyze the required readings and films. This is **not** an assignment that asks you to simply paraphrase the materials. Rather, in **three-to-four double-spaced pages**, you must formulate an argument on the question being asked, and then use the assigned readings and videos to support your position. **Please make sure you cite the sources you use.**

**I have prepared some Tips and Tricks to Good Writing and an Argument Essay Guide** that will help you craft your papers. Equally important, the Argument Essay Guide will outline the things that I will be looking for as I grade your work. The Tips and Tricks to Good Writing and Argument Essay Guide can be found on Blackboard. **Please take the time to use the guides. They are there to help you improve and succeed!**

Your argument essays must be submitted to me via email attachment in Microsoft Word, RTF, or Pages formats only. **The deadlines for your argument essays are outlined in the course schedule.**

**Discussion Board Postings:** To help you prepare for your argument essays, you will be required to write several brief discussion board posts during the semester, **as outlined in the course schedule**. The discussion board posts serve several important purposes: 1) they are designed to facilitate closer readings and sharper analysis of the material; 2) they will give you an opportunity to hone your writing and analytical skills in a pressure-free environment; and 3) they are designed to facilitate an interactive, online community.

Your discussion board posts should be between 350-500 words. They should begin with a one-to-two sentence statement that answers the question being posed **in your own words**. From there, you will skip a line and then write one-to-two paragraphs, using only the assigned

materials to support your position. **Please make sure you cite your sources. For discussion board posts, parenthetical citations are fine.**

Once you have submitted your discussion board post, you must also respond to **at least one of your classmates**. Strong responses can, for example, offer agreement, using different rationales or examples as support for your classmate's position. Conversely, strong responses can **respectfully** present a different perspective. Your responses can even connect your classmate's post to relevant events in baseball today, or your comments can express how your classmate's post changed your perspective on the issue being discussed.

As you post in the discussion board, **please be respectful of me and your classmates**. Online communication can be much different from face-to-face communication. Without hearing the tone of a person's voice, or seeing a person's facial expression, comments in an online setting can take on a different meaning. For instance, statements that can be viewed as good-natured ribbing in a face-to-face setting may be viewed as disparaging or bullying in an online forum. Therefore, we must make every effort possible to respect each other and our views. We may disagree with each other, and that is fine. That is even awesome because how boring would things get if we all agreed with each other all the time! But, we can disagree and be respectful.

**In line with this sentiment, comments that are – or can be construed as – disrespectful and/or offensive will not be tolerated. As you post in our discussion boards, please refrain from cursing, making derogatory statements toward race, religion, sexual orientation, gender preference and/or disability. Please also refrain from trolling and flaming.**

**Violating this rule will result in an automatic zero for the discussion board post.**

Discussion board posts will be graded on a scale of 0-to-5-points:

5-points: The discussion board post and classmate response is well-written and offers a viewpoint that not only answers the question being asked, but is also strongly supported with evidence and analysis. The discussion board post shows that you read the materials, viewed the films, and took the time to organize your thoughts as you answered the assigned question(s) and responded to one of your classmates.

4-points: The discussion board post and classmate response make some very good points but perhaps lacks logical construction, does not answer the assigned question in a full or compelling manner, or has some minor problems with its sentence structure, punctuation, and/or spelling.

3-points: The discussion board post and classmate response offer a surface-level answer to the assigned question, perhaps lacks structure, clarity, or compelling evidence, or is marked by too many grammatical and/or punctuation errors.

2-points: The discussion board post and classmate response are vague, does not answer the assigned question, regurgitates facts without offering analysis, or suggests to your readers that you did not provide yourself with enough time to do a good job. Also, if an otherwise solid discussion board post and classmate response also includes significant grammatical and punctuation errors, that will also net two points.

1-point: The discussion board post and classmate response are hastily written and suggests you did not carefully read and consider the assigned readings.

0-points: The discussion board post and classmate response does not answer the assigned question(s) and provided little-to-no evidence that you read or considered the assigned materials. Zero points will also be awarded to those who show disrespect to me or their classmates.

**Note: I will deduct one point from your discussion board post grade if you do not respond to at least one of your classmates.**

**Quizzes:** To further help you prepare for your papers, there will be several quizzes. The quizzes are designed to help you stay up-to-date on the readings and PowerPoints. Equally important, the quizzes are designed to help you build a knowledge base that you will need to do well on the argument essays. All quizzes will be announced, with dates outlined in the **course schedule** section. There will be a study guide of approximately ten-to-twelve short answer questions to help you focus on the important people, events, and themes we covered. The actual quiz will consist of four-to-five questions from the study guide. **Unlike the syllabus quiz, which will be emailed and open-note, these quizzes will be posted to Blackboard.**

**Improvement Credit:**

While there will be no extra credit, I believe you should be rewarded if your argument essays improve during the semester. You can therefore earn improvement credit. Here is how improvement credit works: I will take the lower of your first two argument essays, and, if you score higher on the third argument essay, I will divide the difference by two (2). For example, if you scored an 80 on your first argument essay, an 87 on your second argument essay, and a 96 on your third essay, I would add eight (8) points to your first argument essay ( $96 - 80 = 16$ ;  $16 \text{ divided by } 2 = 8$ ).

**Late Assignments:**

Because this is an online course, you are expected to regularly have access to the internet, especially concerning the timely submission of required assignments. Please make sure you have contingency plans in place if your computer crashes or your internet goes out at an inopportune time. Equally important, please make sure you back up your assignments if your files become compromised. **Computer and internet-related issues will not be considered a reason for late submissions.** I will deduct five (5) points for each day any assignment is submitted late, **unless documentation of illness or family emergency is provided.**

**Grade Breakdown:**

<b>Assignment</b>	<b>Percentage</b>
Syllabus Quiz	5%
Argument Essay One	25%
Argument Essay Two	25%
Argument Essay Three	25%
Discussion Board Posts	10%
Quizzes	10%

**Grading Scale:**

A: 93-100	B: 83-87	C: 73-77	F: 0-59
A -: 90-92	B-: 80-82	C-: 70-72	
B+: 88-89	C+: 78-79	D: 60-69	



**Course Schedule:**

<p><b>Module One May 21 to May 26</b></p>	<p><b>The Origins, Development, and Divisions of Baseball</b></p> <p><b>PowerPoints:</b></p> <ul style="list-style-type: none"> <li>• “The game is an immigrant”: The Origins, Growth, and Myths of America’s Game</li> <li>• When Baseball Went White: The Segregation of Baseball</li> <li>• Lipstick and Line Drives: Baseball and the New Woman</li> </ul> <hr/> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Tygiel, 3-34</li> <li>• Begin reading <i>Opening Day</i></li> </ul> <p><b>Additional Required Readings (on Blackboard):</b></p> <ul style="list-style-type: none"> <li>• “Nine Surviving Descriptions of Baseball-like Games Written and Published Before 1845,” in David Block’s <i>Baseball Before We Knew It</i></li> <li>• Abner Graves Identifies Abner Doubleday as the “Father of Baseball” (1908)</li> <li>• “Why Discriminate?” <i>Sporting Life</i>, March 14, 1888</li> <li>• “Nowhere So Sharply Drawn as in Baseball,” <i>Sporting Life</i>, April 11, 1891</li> <li>• Dr. Dudley A. Sargent, “Are Athletics Making Girls Masculine?” <i>Ladies’ Home Journal</i> (1912)</li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• “Base Ball Discovered,” Link on Blackboard</li> <li>• “Inning 1”: Burns’ <i>Baseball</i></li> </ul>
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<p><b>Discussion Board Post</b></p>	<p>For your first discussion board post, please take the opportunity to introduce yourself to me and your classmates. You can include information about your major, your favorite baseball team and why you root for them, <b>or</b> even a favorite baseball memory. You can even indicate what you hope to get out of the course. If you do not like baseball, have a favorite team, or have a favorite baseball memory, that is okay! You can share an interesting fact about yourself. As you draft your message, <b>please only share information that you are comfortable sharing with others. Please also make sure you respond to at least one of your classmates.</b></p> <p>The discussion board post and classmate response must be posted by <b>11:59 p.m. (EST) on May 25, 2018.</b></p>
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<b>Argument Essay: Module One</b>	Walt Whitman had high praise for baseball, stating, “I see great things in baseball. It’s our game - the American game.” Thinking about the game’s origins, development, and divisions, does baseball reflect “the American game”? Why or why not? <b>Please only use the PowerPoints, readings, and films from Module One to support your answer.</b>
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<b>Deadlines</b>	<ul style="list-style-type: none"> <li>• Syllabus Quiz due on <b>May 23 at 11:59 p.m. (EST)</b></li> <li>• Discussion Board Post due on <b>May 25 at 11:59 p.m. (EST)</b></li> <li>• Argument Essay One due on <b>May 26 at 11:59 p.m. (EST)</b></li> </ul>
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<b>Module Two May 28 to June 2</b>	<p><b>“Say it ain’t so”: The Formation and Near Death of the Major Leagues</b></p> <p><b>PowerPoints:</b></p> <ul style="list-style-type: none"> <li>• Baseball Wars: Strife in the Pursuit of Pennants and Profits</li> <li>• “Take Me Out to the Ball Game”: Baseball in the American Mind</li> <li>• “Work or Fight”: Baseball in the World War I Era</li> <li>• “Say it ain’t so”: The Black Sox Scandal Shocks Baseball</li> </ul> <hr/> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Tygiel, 35-86</li> <li>• Continue reading <i>Opening Day</i></li> </ul> <p><b>Additional Required Readings (on Blackboard):</b></p> <ul style="list-style-type: none"> <li>• Ernest Lawrence Thayer, “Casey at the Bat” (1888)</li> <li>• Grantland Rice, “Casey’s Revenge” (1907)</li> <li>• “The Reserve Rule is the Corner-Stone of Organized Ball,” <i>Sporting Life</i>, February 24, 1912</li> <li>• “The Baseball Players Fraternity and What It Stands For,” <i>Baseball Magazine</i>, November 1912</li> <li>• “Baseball Players Must Work or Fight,” <i>The Washington Post</i>, July 20, 1918.</li> <li>• Arnold Gandil, “This Is My Story of the Black Sox Series,” <i>Sports Illustrated</i>, September 17, 1956</li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• “Inning 2” and “Inning 3”: Burns’ <i>Baseball</i></li> <li>• <i>Eight Men Out</i></li> </ul>
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<b>Quiz</b>	Quiz 2 will be made available.
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<b>Discussion Board Post</b>	<p>The reserve clause stood at the heart of labor-management disputes until the advent of free agency in the mid-1970s. For this discussion board post, please look over the arguments against the reserve clause, as well as the arguments for it. Based on the arguments presented, do you believe the reserve clause was necessary to promote fairness? Why or why not?</p> <p>As you write, please make sure you use specific examples to prove your point and write defensively by acknowledging the other side of the argument.</p> <p>The discussion board post and classmate response must be posted by <b>11:59 p.m. (EST) on June 2, 2018.</b></p>
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<b>Deadlines</b>	<ul style="list-style-type: none"> <li>• Quiz 2 due on <b>June 1 at 11:59 p.m. (EST)</b></li> <li>• Discussion Board Post due on <b>June 2 at 11:59 p.m. (EST)</b></li> </ul>
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<b>Module Three</b> <b>June 4 to June 9</b>	<b>“The national tonic”: Baseball in Prosperity and Depression</b>
	<p><b>PowerPoints:</b></p> <ul style="list-style-type: none"> <li>• America’s Diamond Mind: Baseball in the Age of Ruth</li> <li>• Breaking the Slump: Baseball During the Depression-Era</li> <li>• Only the Ball was White: The Negro Leagues</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Tygiel, 87-115</li> <li>• Continue reading <i>Opening Day</i></li> </ul> <p><b>Additional Required Readings (on Blackboard):</b></p> <ul style="list-style-type: none"> <li>• “Freak Deliveries’ Regulated,” <i>Baseball Magazine</i>, February 1920.</li> <li>• “Admiring Mob in Riot Over Babe Ruth,” <i>The Washington Post</i>, April 8, 1929</li> <li>• “All-Star Game Just What Doctor Ordered for Baseball,” <i>Chicago Daily Tribune</i>, June 20, 1933.</li> <li>• “Night Baseball Makes Major League Debut,” <i>Chicago Daily Tribune</i>, May 23, 1935.</li> <li>• “No-Hitter in Negro World Series,” <i>Chicago Defender</i>, October 15, 1927.</li> <li>• “First Negro League All-Star Game,” <i>Chicago Defender</i>, September 16, 1933.</li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• “Inning 4” and “Inning 5”: Burns’ <i>Baseball</i></li> <li>• <i>The Natural</i></li> </ul>

<b>Quiz</b>	Quiz 3 will be made available.
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<b>Argument Essay – Modules Two and Three</b>	Baseball’s growing popularity, and the events that threatened it, raised questions regarding the game’s democratic heritage. Do you believe baseball represents a democratic game? <b>Please only use the PowerPoints, readings, and films from Modules Two and Three to support your answer.</b>
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<b>Deadlines</b>	<ul style="list-style-type: none"> <li>• Quiz 3 due on <b>June 8 at 11:59 p.m. (EST)</b></li> <li>• Argument Essay Two due on <b>June 9 at 11:59 p.m. (EST)</b></li> </ul>
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<b>Module Four</b> <b>June 11 to June 16</b>	<b>Sports as a Social Force?: An Age of Great Experiments</b>
	<p><b>PowerPoints:</b></p> <ul style="list-style-type: none"> <li>• The Double V: World War II and the Coming Civil Rights Movement</li> <li>• Belles of the Ballpark: The All-American Girls Professional Baseball League</li> <li>• Baseball’s Great Experiment: Jackie Robinson and the Civil Rights Movement</li> <li>• “Happy Series, You-all”: Frank Robinson and the Limits of Baseball as a Social Force</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Tygiel, 116-164</li> <li>• Complete Reading <i>Opening Day</i></li> </ul> <p><b>Additional Required Readings (on Blackboard):</b></p> <ul style="list-style-type: none"> <li>• “All-American Girls Professional Baseball League Rules of Conduct” (1944)</li> <li>• “Review of AAGPBL Season,” from <i>Kenosha Comets 1946 Year Book</i> (1946)</li> <li>• “An Open Letter to Jackie Robinson,” in <i>Jackie Robinson and Race in America</i></li> <li>• “Sports as Social Force,” <i>Baltimore Evening Sun</i>, October 10, 1966.</li> <li>• “Happy Series, You-all,” <i>Afro-American</i>, October 15, 1966.</li> <li>• “Why Jackie Robinson’s Legacy Matters Today,” <i>Time</i>, April 15, 2016.</li> <li>• “Adam Jones on MLB’s lack of Kaepernick protest: ‘Baseball is a white man’s sport’,” <i>USA Today</i>, September 12, 2016.</li> <li>• David Waldstein, “Red Sox Fans Give Adam Jones a Standing Ovation at Fenway,” <i>New York Times</i>, May 2, 2017.</li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• “Inning 6,” “Inning 7,” and “Inning 8”: Burns’ <i>Baseball</i></li> <li>• <i>A League of Their Own</i></li> <li>• 1944 Court Martial (Link on Blackboard)</li> <li>• Jackie Enters the Majors (Link on Blackboard)</li> <li>• Reese and Robinson Myth (Link on Blackboard)</li> <li>• Social Justice (Link on Blackboard)</li> <li>• Jackie Robinson and Malcolm X (Link on Blackboard)</li> </ul>

<b>Quiz 4</b>	Quiz 4 will be made available.
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<b>Discussion Board Post</b>	<p>Jonathan Eig recounted an exchange between Jackie Robinson and <i>Los Angeles Times</i> reporter Ron Rapoport in the summer of 1972, a few months before Robinson’s death. During the exchange, Rapoport asked Robinson, “Have you ever thought about your place in history” (273-4)? In reading <i>Opening Day</i>, and considering the material on Frank Robinson and Adam Jones, what is Jackie Robinson’s legacy on both baseball and American society?</p> <p>The discussion board post and classmate response must be posted by <b>11:59 p.m. (EST) on June 16, 2018.</b></p>
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<b>Deadlines</b>	<ul style="list-style-type: none"> <li>• Quiz 4 due on <b>June 15 at 11:59 p.m. (EST)</b></li> <li>• Discussion Board Post due on <b>June 16 at 11:59 p.m. (EST)</b></li> </ul>
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<b>Module Five June 18 to June 23</b>	<b>“Where have you gone, Joe DiMaggio”: Nostalgia in an Age of Relocation, Labor Unrest, and Performance Enhancing Drugs</b>
	<p><b>PowerPoints:</b></p> <ul style="list-style-type: none"> <li>• “Where have you gone, Joe DiMaggio?": Nostalgia in an Age of Malaise</li> <li>• Baseball on the Move: The Shifting Geography of Baseball Teams</li> <li>• The Players Are Empowered: The Rise of Free Agency and Labor Disputes</li> <li>• “Juiced”: Performance Enhancing Drugs and Baseball</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Tygiel, 165-222</li> </ul> <p><b>Additional Required Readings (on Blackboard):</b></p> <ul style="list-style-type: none"> <li>• “Giants Accept San Francisco Offer, Move in 1958 After 74 Years Here,” <i>New York Tribune</i>, August 20, 1957</li> <li>• “Cronin, Freeney: Curt Flood Suit a Sports Threat,” <i>Chicago Daily Defender</i>, January 19, 1970.</li> <li>• “Flood Versus Kuhn: Not the Court’s Finest Hour,” <i>Washington Star</i>, June 22, 1972</li> <li>• “The Silent Superstar,” <i>The New York Times</i>, March 9, 1999</li> <li>• “Former Pitcher Tom House Describes Past Steroid Use,” <i>USA Today</i>, May 3, 2005</li> <li>• “The Mitchell Report,” Excerpt, December 13, 2007</li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• “Inning 9”: Burns’ <i>Baseball</i></li> <li>• <i>Moneyball</i></li> <li>• <i>Field of Dreams</i></li> <li>• Roy Firestone on Brooks Robinson</li> </ul>

<b>Quiz</b>	Quiz 5 will be made available.
<b>Argument Essay – Modules Four and Five</b>	Many Americans fondly look at baseball as a source of traditional American values, even though the game has been a source of segregation, gambling, and illegal drug use. What traditional values does baseball represent? Has baseball maintained those traditional values? <b>Please only use the PowerPoints, readings, and films from Modules Four and Five to support your answer.</b>
<b>Deadlines</b>	<ul style="list-style-type: none"> <li>• Quiz 5 due on <b>June 22 at 11:59 p.m. (EST)</b></li> <li>• Argument Essay Three due on <b>June 23 at 11:59 p.m. (EST)</b></li> </ul>

### Professional Behavior

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

### 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 turned off 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://coursessupport.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/>.

**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.

