Faculty
Name: Mark Shriver
Office Hours: Monday & Thursday 7:00 – 8:00pm
Office Location: Online/Email
Office Phone: 401 419 - 8951
Email Address: mshriver@gmu.edu

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 online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 22, 2019.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard’s supported browsers, see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices, see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader:  https://get.adobe.com/reader/

Expectations

- **Course Week:**
  Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday.
- **Log-in Frequency:**
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials several least times per week.
- **Participation:**
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:**
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:**
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- **Workload:**
  Please be aware that this course is **not** self-paced. Students are expected to meet specific deadlines and due dates listed in the **Class Schedule** section of this syllabus. It is the
student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- **Instructor Support:**
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- **Netiquette:**
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- **Accommodations:**
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

### 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


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**
  - **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 discussions (which will be a very significant component of this course).
  - **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 an online 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.
  - Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Grading**
  This course will be graded on a point system, with a total of 485 possible points.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Exams</td>
<td></td>
</tr>
<tr>
<td>#1 Davies Book (Chapters 1-7) Wiggins &amp; Swanson (Chapters 1,3,4,6,8)</td>
<td>80</td>
</tr>
<tr>
<td>#2 Davies (Chapters 8 - 13) &amp; Wiggins &amp; Swanson (Chapters 7, 9, 11)</td>
<td>80</td>
</tr>
<tr>
<td>#3 Davies (Chapters 14 - 17)</td>
<td>80</td>
</tr>
<tr>
<td>Presentations:</td>
<td></td>
</tr>
<tr>
<td>See below</td>
<td>75</td>
</tr>
<tr>
<td>Book Review: Paper</td>
<td>50</td>
</tr>
<tr>
<td>Quizzes: (announced dealing with the weekly reading)</td>
<td>80</td>
</tr>
<tr>
<td>Discussion Board Posts</td>
<td>40</td>
</tr>
<tr>
<td>TOTAL</td>
<td>485</td>
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- **Grading Scale**

<table>
<thead>
<tr>
<th>Grade Scale</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>C</td>
<td>74-77</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
</tr>
</tbody>
</table>
Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule

<table>
<thead>
<tr>
<th>Month(s)</th>
<th>Days</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>20-26</td>
<td>Ancient Greek Sport to the Emergence of Organized Sports, 1607-1860 Wiggins &amp; Swanson: Chapter 1: 3-18</td>
</tr>
<tr>
<td>January/February</td>
<td>27-2</td>
<td>Ancient Greek Sport to the Emergence of Organized Sports, 1607-1860 Davies: 7-30</td>
</tr>
<tr>
<td>February</td>
<td>3-9</td>
<td>Baseball: “America’s Game” and Sports the Emergence of Modern America, 1865-1920 Wiggins &amp; Swanson: Chapter 8: 129-141</td>
</tr>
<tr>
<td>February/March</td>
<td>24-2</td>
<td>EXAM 1</td>
</tr>
<tr>
<td>March</td>
<td>10-16</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>March/April</td>
<td>31-6</td>
<td>EXAM 2</td>
</tr>
</tbody>
</table>
**Month(s)** | **Days** | **Topic**
--- | --- | ---
April | 7-13 | The Persistent Dilemma of Race  
Davies: 332-362  
Brown: Boys in the Boat  Part 1 Ch: 1-5 (p. 80)

April | 14-20 | Playing Nice No Longer: Women’s Sports, 1960-2015 and “Only in America”  
Davies: 365-419  
Brown: Boys in the Boat  Part 2 Ch: 6-8 (p. 145)

April | 21-27 | The Democratization of Sports and Epilogue  
Davies: 421-460  
Brown: Boys in the Boat  Part 3 Ch: 9-12 (p 226)

April/May | 28-4 | Brown: Boys in the Boat Part 4  
BOOK REVIW DUE

May | 6-7 | Reading Days

May | 12-18 | Final Exam/Exam 3

**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/](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/](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/](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
https://ds.gmu.edu/).

- Students must silence all sound emitting devices 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://coursessupport.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/.