

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

SRST 200.002 -- History of Sport and Leisure in America  
3 Credits, Fall 2019  
Monday 1:30-4:10 p.m. RAC 2203 – Fairfax Campus

**Faculty**

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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 changing roles of sport in American culture, the commercialization of sport, interrelationships between physical activity and health in nineteenth and twentieth century America, the ongoing globalization of sport, and the political legacies and challenges of the Olympic Movement. Particular attention is paid to the relevancies of history for understanding and addressing challenges in contemporary sport, including issues of equity, development, and policy.

**Course Delivery Method**

This course will be delivered using a lecture and 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. Analyze the trajectory of interrelationships among sport, recreation, tourism, and health in the United States.
3. Identify significant trends and critical incidents in sport and recreation.
4. Evaluate the influence of those trends and incidents on governance and policy issues for sport and recreation.

5. Recognize the roles that gender and ethnicity have played in the American sport and recreation industry.
6. Consider the international context of American sport, and the implications of that context.

### 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

1. Gems, G. R., Borish, L. J., & Pfister, G. (2017). *Sports in American history: From colonialization to globalization* (2<sup>nd</sup> ed.). Champaign, IL: Human Kinetics.
2. Byokoff, J. (2016). *Power games: A political history of the Olympics*. New York: Verso.
3. Murray, C. (2019). *The national team: The inside story of the women who changed soccer*. New York: Abrams.

### Course Performance Evaluation

- **Grading**

This course is graded on a point system, with a total of 385 possible points.

Requirements		Points
Exams		
#1	Gems et al, Chapters 1-4 + Murrays (whole book)	70
#2	Gems et al., Chapters 5-7 + Boykoff, Chapters 1 & 2	70
#3	Gems et al., Chapters 8-11 + Boykoff, Chapters 3-6	70
Presentation:		
	See below	70
	Book Review: Paper	50
	Quizzes (11) – dealing with weekly reading	55
<b>TOTAL</b>		<b>385</b>

- **Assignments**

- *Readings:* Students are expected to read the assigned material prior to the beginning of the class for which it is assigned. This is crucial for meaningful and informed class discussion (which is a significant component of this course). The assigned readings also provide the basis for the quizzes each week.
- *Discussions:* Students are expected to participate actively in class discussions. This requires that students come prepared to discuss the readings and issues or questions they raise in an analytic and informed manner. While the articulation of multiple viewpoints is welcomed and encouraged, it is expected that everyone will contribute to a classroom environment that promotes meaningful discussion and civil debate.
- *Submission of assignments:* Students are required to submit all assignments on time in the manner outlined by the instructor (e.g., SafeAssign).
- *Presentation:* Students are divided into groups, each of which will make a presentation. The presentation will be on a topic agreed between the group and the instructor. It can evaluate the historical significance and impact of an individual who had a significant impact on sport and/or recreation, or it can provide an historically grounded analysis of an issue or policy concern for sport and/or recreation. Groups should be formed no later than October 15, and presentation topics should be agreed no later than October 21. Names of group members must be presented in writing and approved. The topic for each group must be proposed in writing, and must be approved. No group or topic can proceed until approved. Presentations will take place during the final weeks of class, as assigned.

**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 Scale**

Grading Scale by %										
A	= 94 – 100		B+	= 87.5–89.9		C+	= 77.5–79.9		D	= 60 – 69.9
A-	= 90 – 93.9		B	= 83 – 87.4		C	= 74 – 77.4		F	= below 60
			B-	= 80 – 82.9		C-	= 70 – 73.9			

## Professional Dispositions

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

## Class Schedule

Date			Topic
M	August	26	Overview, expectations, requirements, syllabus
M	September	2	Labor Day/No Class
M	September	9	<i>Gems et al., Chapter 1 "Sporting experiences in colonial America, 1400-1750"</i>
M	September	16	<i>Gems et al., Chapter 2 "Sport and pastimes in the American revolutionary era and early national period, 1750-1820"</i>
M	September	23	<i>Gems et al., Chapter 3 "Antebellum health reforms and sporting forms, 1820-1860"</i>
M	September	30	<i>Gems et al., Chapter 4 "Rise of rationalized and modern sport, 1850-1870"</i>
M	October	7	<i>Gems et al., Chapter 5 "New identities and expanding modes of sport in the gilded age, 1870-1890"</i>
Tu	October	15	<b>EXAM 1</b> <b><i>Book Review Due</i></b>
M	October	21	<i>Gems et al., Chapter 6 "American sport and social change during the early progressive era, 1890-1900"</i> <i>Boykoff, Chapter 1 "Coubertin and the revival of the Olympic Games"</i>
M	October	28	<i>Gems et al., Chapter 7 "Sport as symbol: Acculturation and imperialism, 1920-1950"</i> <i>Boykoff, Chapter 2 "Alternatives to the Olympics"</i>

Date			Topic
M	November	4	<i>Gems et al., Chapter 8 “Sport, heroic athletes, and popular culture, 1920-1950”</i> <i>Boykoff, Chapter 3 “Cold War Games”</i>
M	November	11	<i>Exam 2</i>
M	November	18	<i>Gems et al., Chapter 9 “Sport as TV spectacle, big business, and political site, 1950-1980”</i> <i>Boykoff, Chapter 4 “Commercialization of the Olympics”</i>
M	November	25	<i>Gems et al., Chapter 10 “Globalized sport, 1980-2000”</i> <i>Boykoff, Chapter 5 “The celebration of capitalism era”</i>
M	December	2	<i>Gems et al., Chapter 11 “Sport in the early twenty-first century, 2000-2015”</i> <i>Boykoff, Chapter 6 “The 2016 Rio Olympics and the path ahead”</i>
M	December	9	Reading Day
M	December	17	<b>Final Exam/Exam 3</b>

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 <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](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/>.
- 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/>.**