

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

SRST 606.001/SRST 606.P01 – Foundations of Sport and Recreation Studies
3 Credits, Fall 2021
T 4:30 – 7:10p Distance Learning

Faculty

Name: Dr. R. Pierre Rodgers
Office Hours: MW 1:30p – 2:45p Blackboard Collaborate and By Arrangement
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Prerequisites/Corequisites

Graduate Standing

University Catalog Course Description

This course examines trends and issues in the profession of Sport and Recreation Studies. Explores the interdisciplinary nature of the profession of Sport and Recreation Studies in the context of the social, cultural and economic forces shaping American society. Offered by School of Sport/Rec/Tour Mgmt. May not be repeated for credit.

Course Overview

This course examines the profession of sport and recreation studies. The primary intent is to gain an understanding of the disciplinary nature of the profession, the missions, and subject matter of the profession, and the appropriate academic preparation as well as ethical responsibilities of those who have made the profession their career. Secondary readings, lectures, and discussions will be utilized to analyze such topics as the organization of knowledge in the profession, challenges faced by the profession in the 21st Century, and how knowledge is used in practice.

Course Delivery Method

This course will be delivered online (76% or more) using a synchronous 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 Tuesday, August 24, 2021.

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/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- 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 at least 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- 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. Understand how individuals move from being performers to professionals.
2. Demonstrate the qualities and competencies required to be a professional in sport and recreation.
3. Identify the characteristics of a profession, professionalism, professionalization, and de-professionalization.
4. Explain the missions and subject matter of sport and recreation.
5. Demonstrate how knowledge is transported and communicated in sport and recreation.
6. Justify the importance of lifelong learning in sport and recreation.

Professional Standards [Commission of Sport Management Accreditation (COSMA)]

Upon completion of this course, students will have met the following professional standards:

Courses offered in the Sport and Recreation Studies (SRST) graduate program are guided by the principles of COSMA. COSMA (2016, p. 1) “bases its accrediting process on principles, rather than standards.” The eight recommended principles are:

- outcomes assessment;
- strategic planning;

- curriculum;
- faculty;
- scholarly and professional activities;
- resources;
- internal and external relationships; and
- educational innovation.

For more information, please see:

Commission of Sport Management Accreditation. (2016, May). *Accreditation principles manual & guidelines for self-study preparation*. Retrieved November 30, 2016 from <http://www.cosmaweb.org/accreditation-manuals.html>

Required Texts

Jamieson, K. M., & Smith, M. M. (2016). *Fundamentals of sociology of sport and physical activity*. Human Kinetics.

Selected essays and assessments (See Calendar).

Additional required readings (e.g., journal/magazine/newspaper articles) will be available via Mason's eReserves, Blackboard, and the library circulation desk.

Course Performance Evaluation

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

- **Assignments and/or Examinations**

Grades will be assigned on the basis of class participation and discussion; assessments of the assigned readings; and a term-ending philosophical paper. You will be notified about any additional readings. Specific guidelines pertaining to presentation and paper content will be provided.

- **Other Requirements**

- **Readings.** You are expected to attend all class sections, actively participate in class discussions, complete in-class exercises, and fulfill all assignments. Assignments must be turned in at the beginning of class on the specified date due or **no credit will be given**.

- **Grading**

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: While +/- grades in the C and D range may be given for individual assignments, final course grades will follow the graduate grading scale: A, A-, B+, B, B-, C, and F.)

	Letter Grade	Numerical Equivalent	Weight	Weighted Value
Class Participation/Discussion: Students are expected to actively participate in class discussions. This requires that students come prepared to discuss the readings.			.20	
Assessments of Assigned Readings: Students are expected to assess the assigned reading each week, providing a detailed analysis of both the strengths and weaknesses of the reading and what implications it has for the profession. Assessments should be approximately two pages in length double-spaced using APA documentation style.			.40	
Philosophical Paper: Students are expected to provide a personal, philosophic statement regarding their beliefs about their specific academic discipline and the profession more generally. In providing their philosophical paper they should be sure to define profession, professionalism, professionalization, and de-professionalization. The paper should also be based on all of the required readings and discussions (including presentations) in class.			.40	

	Letter Grade	Numerical Equivalent	Weight	Weighted Value
The philosophical paper should be approximately eight to ten pages in length double-spaced and follow APA documentation style.				
TOTAL				

Grading Scale

A = 10.0-9.5	B+ = 8.9-8.0	C = 5.9-3.0
A- = 9.49-9.0	B = 7.9-7.0	F = 1.9-0.0
	B- = 6.9-6.0	

Professional Dispositions

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

Class Schedule

Date		Assignment	Reading
August	24	Syllabus, requirements, and overview	
	31	Historical and Socio-Cultural Examination of Sport and Recreation Studies	Jamieson & Smith, chapters 1-2; Kretchmar et al., pp. 1-12
September	7	Historical and Socio-Cultural Examination of Sport and Recreation Studies	Jamieson & Smith, chapters 1-2; Kretchmar et al., pp. 1-12
	14	Disciplinary and Discussions on the “Profession”	Jamieson & Smith, chapter 3
	21	Disciplinary and Discussions on the “Profession”	
	28	Dr. Pierre Rodgers, Associate Professor, Co-Academic Program Coordinator, Sport and Recreation Studies	Bb Course Content, “Pierre Rodgers” folder
October	5	TBA	
	12	Guest Lecturer: Guest Lecturer: Mr. Craig Esherick, J.D. Associate Professor, and Academic Program Coordinator, Sport Management	Jamieson & Smith, chapter 4; Bb Course Content, “Esherick” folder

Date		Assignment	Reading
	19	Guest Lecturers: Dr. Laurence Chalip, Interim Director, School of Sport, Recreation, and Tourism Management, Professor, Sport Management, and Co-Academic Program Coordinator, Recreation Management; Dr. Ellen Rodgers, Associate Professor, Associate Dean, CEHD Student and Academic Affairs	Bb Course Content, “Chalip” folder, Chalip, Voyle, & Thomas article; “Ellen Rodgers” folders
	26	Guest Lecturer: Dr. Julie Aylsworth, Assistant Professor, Sport Management	Bb Course Content, “Aylsworth” folders
November	2	TBA	
	9	Guest Lecturers: Dr. Robert Baker, Professor, Sport Management, Interim Dean of CEHD; Dr. Jacqueline McDowell, Associate Professor, Sport Management and Academic Program Coordinator, Kinesiology (B.S.)	Jamieson & Smith, chapter 5; Bb Course Content, “Baker,” “McDowell” folders
	16	Guest Lecturers: Dr. Min Park, Associate Professor, and Academic Program Coordinator, Hospitality, Tourism and Events Management; Dr. Abena Aidoo, Associate Professor, Hospitality, Tourism and Events Management	Jamieson & Smith, chapter 6; Bb Course Content, “Park,” “Aidoo” folders
	23	Guest Lecturers: Dr. Brenda P. Wiggins, Associate Professor, and Co-Academic Program Coordinator, Recreation Management; Dr. James C. Kozlowski, Associate Professor, Recreation Management	Jamieson & Smith, chapter 7; Bb Course Content, “Brenda Wiggins,” “Kozlowski” folders
	30	Guest Lecturer: Dr. Chris Green, Professor, Sport Management, and Co-Academic Program Coordinator, Sport and Recreation Studies; Conclusion and Philosophical Papers	Bb Course Content, “Green” folder
December	8-14	Philosophical Papers DUE	

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 <https://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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Additional Course Readings

Kretchmar, R. S., Dyreson, M., Llewellyn, M. P., & Gleaves, J. (2017). *History and philosophy of sport and physical activity*. Human Kinetics.