

George Mason University
College of Education and Human Development
School of Sport, Recreation, and Tourism Management

SRST 200 - 001 – History of Sport and Leisure in America
3 credits, Fall 2022
Monday 1:30-4:10 Innovation Hall 209—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 sport commercialization. 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 is 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. Use history as a tool for management, marketing, and policymaking.

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 (COAPRT)
 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. Grundy, P. C., & Rader, B. G. (2019). *American sports: From the age of folk games to the age of the internet* (8th ed.). Routledge.
2. Verducci, T. (2020). *Love, war, influenza, and the World Series: A story from the great beyond*. Available online.
3. Feinstein, J. (2021). *Raise a fist, take a knee: Race and the illusion of progress in modern sports*. Little, Brown and Company.

COURSE PERFORMANCE EVALUATION

Grading

This course is graded on a point system, with a total of 590 possible points.

<i>Requirements</i>		<i>Points</i>
Exams		
#1	Grundy & Rader, chapters 1-9 + Verducci novella	100
#2	Grundy & Rader, chapters 10-16 + book by Feinstein	100
#3	Grundy & Rader, chapters 17-21 + presentations	100
Presentation (as described below)		80
Review of novella by Verducci		45
Review of book by Feinstein		75
Quizzes (9) – dealing with weekly reading (10 pts each)		90
TOTAL		590

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., Blackboard). ***In order to pass the course, you must complete every requirement, including written assignments and exams, adequately and on time.***

- *Presentation:* * This is a performance based assessment. 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, recreation, and/or tourism, or it can provide an historically grounded analysis of an issue or policy concern for sport, recreation, and/or tourism. Groups should be formed by the fifth week of class, and presentation topics should be agreed no later than the seventh week of class. 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. The presentation is worth up to 80 points.

Presentation Rubric

	Unsatisfactory	Minimal	Competent	Outstanding
	Missing required material <i>and</i> does not demonstrate understanding of the content area subject <i>0-5 pts</i>	Missing required material <i>or</i> does not demonstrate understanding of the content area subject <i>6-10 pts</i>	Required material and understanding are present, but not fully presented <i>11-15 pts</i>	Includes required material, and demonstrates understanding of the material <i>16-20 pts</i>
Overall Content				
Historical Accuracy				
Use and quality of source material				
Presentation quality				

Alternative Work and absences/excused:

There is no make-up work of any kind, and late assignments will not be accepted. Absences supported by documentation may be excused (e.g., a physician's note for an illness). Alternative work due to intercollegiate athletic competitions or other legitimate university activity must be arranged prior to due date.

Grading Scale

Grading Scale by %									
A+	= 97.5–100		B+	= 87.5–89.9		C+	= 77.5–79.9	D	= 60 – 69.9
A	= 93 – 97.4		B	= 83 – 87.4		C	= 73 – 77.4	F	= below 60
A-	= 90 – 92.9		B-	= 80 – 82.9		C-	= 70 – 72.9		

Class Schedule

Date		Topic
M	August 22	overview, expectations, requirements, syllabus
M	August 29	Grundy & Rader, chapters 1 & 2 begin reading the novella by Verducci
M	September 5	Labor Day; no class
M	September 12	Grundy & Rader, chapters 3 & 4 continue reading the novella by Verducci
M	September 19	Grundy & Rader, chapters 5 & 6 continue reading the novella by Verducci
M	September 26	Grundy & Rader, chapters 7, 8, & 9 finish reading the novella by Verducci
M	October 3	EXAM 1 <i>Review of novella by Verducci due before noon on Blackboard</i>
Tu	October 11	Grundy & Rader, chapters 10 & 11 begin reading book by Feinstein
M	October 17	Grundy & Rader, chapters 12, 13, & 14 continue reading the book by Feinstein

Date		Topic
M	October 24	Grundy & Rader, chapters 15 & 16 finish reading the book by Feinstein
M	October 31	EXAM 2 <i>Review of book by Feinstein due before noon on Blackboard</i>
M	November 7	Grundy & Rader, chapter 17, 18, 19 begin completion of presentation preparation
M	November 14	Grundy & Rader, chapter 20 & 21 near completion of presentation preparation
M	November 21	presentations begin
M	November 28	presentations completed
M	December 5	Reading Day
M	December 12	Final Exam/Exam 3

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

Alternative Work and absences/excused:

There is no make-up work of any kind, and late assignments will not be accepted. Absences supported by documentation may be excused (e.g., a physician's note for an illness). Alternative work or due dates resulting from intercollegiate athletic competitions or other legitimate university activity must be arranged prior to due date.

Professional Dispositions

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

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 and during meetings with the instructor 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, sexual harassment, interpersonal violence, and stalking:

As a faculty member, the instructor is designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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/> .

