

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

SRST 606 - 001 – Foundations of Sport and Recreation Studies (3)
Fall 2014

DAY/TIME:	Wed. 7:20-10:00p.m.	LOCATION:	RAC Classroom #2203
PROFESSOR:	Dr. David K. Wiggins	EMAIL ADDRESS:	dwiggin1@gmu.edu
OFFICE	Fx - RAC 2109	PHONE NUMBER:	703.993.2057
LOCATION:		FAX NUMBER:	703.993.2025
OFFICE HOURS:	Tues 1:30-2:00pm or by appointment		

PREREQUISITE

Graduate Standing

COURSE DESCRIPTION

Examines the historical development of the Sport and Recreation Studies fields. Explores the interconnection between these phenomena in the context of the social, cultural and economic forces shaping American and global societies.

COURSE OBJECTIVES

Students will be able to:

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 deprofessionalization.
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.

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.

- 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**.

[PROFESSIONAL ASSOCIATION PRINCIPLES](#)

Courses offered in the Sport and Recreation Studies (SRST) graduate program are guided by the principles of the Commission of Sport Management Accreditation (COSMA). COSMA (2010, 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. (2010, June). *Accreditation principles and self study preparation*. Retrieved November 23, 2013 from <http://cosmaweb.org/accredmanuals>

NATURE OF COURSE DELIVERY

Seminar

REQUIRED TEXTS

Selected essays and book chapters (See Calendar).

ASSIGNMENTS

Philosophical Paper	40 points
Participation and Discussion	30 points
Critiques	<u>30 points</u>
Total Points:	100

Grading Scale

A+ = 97 – 100	B+ = 88 – 89	C = 70 – 79
A = 93 – 96	B = 83 – 87	F = 0 – 69
A- = 90 – 92	B- = 80 – 82	

Course Expectations:

- *Readings:* Students are expected to read the assigned material prior to the beginning of the class to which it is assigned. This is crucial for meaningful and informed discussions (which will be a very significant component of this course). Please bring assigned readings to class.
- *Discussions:* Students are expected to actively participate in class discussions. This requires that students come prepared to discuss the readings and issues or questions they raise in a respectful and intellectual manner.
- *Critiques:* Students are expected to provide the theme of the previous week's readings from scholarly academic journals. In addition, they are to provide detailed analysis of both the strengths and weaknesses of the readings and what implications they have for the profession. Critiques should be approximately one paper, double-spaced in length.
- *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 deprofessionalization. The paper should also be based on all of the required readings and discussions (including presentations) in class. The philosophical paper should be six to eight pages in length using APA style.

COURSE SCHEDULE

Wednesday, August 27	Syllabus, requirements, and overview
Wednesday, September 3	Membership In the Profession - Guest Lecturer Andy Ruge Bill Guertin, "The 800 Pound Gorilla of Sales..." (hard copy distributed for lecturers) Michael S. Roth, <u>Beyond the University: Why Liberal Education Matters</u> , pp. 1-18
Wednesday, September 10	Out of Class Assignment-Work individually on Philosophical Paper
Wednesday, September 17	Membership In the Profession - Guest Lecturer Dr. Pierre Rodgers, Co-Coordinator of the M.S. in SRST Paul Pederson, Pamela C. Laucella, Kimberly S. McLoch, and Larry W. Fielding, "The Juxtaposition of Sport and Communication: Defining the Field of Sport Communication" <u>International Journal of Sport Management and Marketing</u> , 2007. Michael S. Roth, <u>Beyond the University: Why Liberal Education Matters</u> , pp. 19-61
Wednesday, September 24	The Disciplinary Movement - Guest Lecturer Dr. Brenda Wiggins, Co-Coordinator of the M.S. in SRST Dan Dustin, "The World According to Gorp," <u>The Wilderness Within</u> Michael S. Roth, <u>Beyond the University: Why Liberal Education Matters</u> , pp. 62-94
Wednesday, October 1	Art and Science of Performance - Guest Lecturer Dr. Jacqueline McDowell, Assistant Professor, Sport Management Herminia Ibarra, "Provisional Selves: Experimenting with Image and Identity and Professional Adaptation," <u>Administrative Science Quarterly</u> S. Kretchmar, "Why Do We Care So Much About Mere Games?" <u>Quest</u> 57(2) (2005): 181-191. Michael S. Roth, <u>Beyond the University: Why Liberal Education Matters</u> , pp. 95-161
Wednesday, October 8	Out of Class Assignment-Work individually on Philosophical Paper
Wednesday, October 15	Mission and Subject Matter in Sport and Recreation - Guest Lecturer Craig Esherick, Associate Professor, Sport Management "Effective Education and Development of Youth Sport Coaches," <u>Research Digest</u> ,

	<p>December 2013 "Canadian Sport Policy," 2012 Rajiv Maheswaran, et al., "The Three Dimensions of Rebounding," MIT Sloan Sports Analytics Conference, 2014</p> <p>Michael S. Roth, <u>Beyond the University: Why Liberal Education Matters</u>, pp. 162-195</p>
Wednesday, October 22	<p>Careers and Career Planning in Sport and Recreation - Guest Lecturer Dr. Chris Atwater, Assistant Professor, Sport Management "House Bill 154...Intellectual Diversity in Higher Education Act" "Kentucky Bill of Rights"</p> <p>Dan Dustin, "Ariadne's Thread," <u>The Wilderness Within</u>, pp, 211-215</p>
Wednesday, October 29	<p>Careers and Career Planning in Sport and Recreation - Guest Lecturer Dr. Don Jones, Manager of Freedom Aquatic and Fitness Center B. Joseph Pine II and James H. Gilmore, "Welcome to the Experience Economy," <u>Harvard Business Review</u>, July-August 1998 Thomas Friedman, "How to Get a Job," <u>The New York Times</u>, May 28, 2013</p>
Wednesday, November 5	<p>The Organization and Knowledge for the Profession - Guest Lecturer Dr. Robert Baker, Academic Program Coordinator, Sport Management Robert E. Baker and Craig Esherick, "Sport-based Peace Initiatives; Playing for Peace," in E. Ndura-Ovedraogo and R. Amster (Eds.), <u>Building Cultures of Peace</u>, 2009</p>
Wednesday, November 12	<p>The Organization and Knowledge for the Profession - Guest Lecturer Dr. Matthew Ferry, Assistant Professor, Physical Education "Social Class and School Physical Education: Teaching 'Haves and Have-Nots'," S. Flory, A. Tischler, and S. Sanders (Eds.) <u>Social and Cultural Issues in Physical Education</u> (In Press)</p>
Wednesday, November 19	<p>Using Knowledge in Practice - Guest Lecturer Dr. Shawn Lee, Assistant Professor, Tourism and Events Management Shawn Lee and Charles Parrish, "Are You Ready for the Extra Inning? An Exploratory Study..." <u>Journal of Convention and Event Tourism</u>, November 2012</p> <p>L. Ekstrom, "Liars, Medicine, and Compassion" <u>Journal of Medicine and Philosophy</u> (2012): 1-22.</p>
Wednesday, November 26	<p>Thanksgiving Break</p>
Wednesday, December 3	<p>Conclusion and Philosophical Papers</p>

Note: Faculty reserves the right to alter the schedule as necessary.

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code
- [See <http://oai.gmu.edu/honor-code/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].

- 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 George Mason University 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 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

- The George Mason University 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 George Mason University Writing Center staff 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/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu/>].

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

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.

