

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

SRST 200 – History of Sport and Leisure in America (3)
Summer 2015 (A01)

DAY/TIME:	MW 9:00-10:15a.m.	LOCATION:	West #1007 and online
PROFESSOR:	Dr. David K. Wiggins	EMAIL ADDRESS:	dwiggin1@gmu.edu
OFFICE LOCATION:	Bull Run Hall #201 and RAC #2109	PHONE NUMBER:	703-993-2057
OFFICE HOURS:	By appt.	FAX NUMBER:	703-993-2025

PREREQUISITES: None

COURSE DESCRIPTION

This course traces the development of sport, physical education, recreation, and health from the ancient Greek period to the present. Through the utilization of scholarly interpretations, students examine a variety of topics, including the role of physical education in ancient Greek culture, nature of sport in Renaissance society, the interrelationship between exercise and health in nineteenth century America, and the rising interest in physical culture in contemporary society. Particular attention is devoted to the role of various ethnic and racial groups in American sport and the health, recreation, and physical education professions.

COURSE OBJECTIVES

At the completion of this course students should be able to:

1. Describe how recreation, physical education, health, and sport developed as they moved from a pre-industrial to a postindustrial culture.
2. Demonstrate the interrelationship between sport and the health, physical education, and recreation professions in contemporary American society.
3. Identify the major trends in society and how they influenced the recreation, health, and physical education professions.
4. Describe the role played by various ethnic and racial groups in sport, physical education, health, and recreation.

PROFESSIONAL STANDARDS

Upon completion of this course, students will meet the following professional accreditation 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 READINGS

1. Baker, William J. *Sports in the Western World*. Urbana: University of Illinois Press, 1998.
2. Wiggins, David K. *Sport in America: From Colonial Leisure to Celebrity Figures and Globalization*. Champaign, IL: Human Kinetics, 2010.

NATURE OF COURSE DELIVERY: Face to Face

EVALUATION

This course will be graded on a point system, with a total of 355 possible points.

Requirements	Points
Exam (see tentative schedule for content of each exam)	
#1	75
#2	75
#3	75
Quizzes (announced dealing with the required readings)	50
Paper (see rubric below)	<u>80</u>
TOTAL	355

Grading Scale

A = 94 – 100	B+ = 88 – 89	C+ = 78 – 79	D = 60 – 69
A- = 90 – 93	B = 84 – 87	C = 74 – 77	F = 0 – 59
	B- = 80 – 83	C- = 70 – 73	

Course Expectations:

- *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 class discussion (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/films 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 a classroom environment that promotes civil debate.
- *Paper:* Students are to write a paper on sport and physical activity during a specific historical time period. The paper will be evaluated on content, historical accuracy, and the ability to create dialogue and discussion among the rest of the students in the class.

PHED 200 Presentation Rubric

	1- Not Competent	2-Somewhat Competent	3-Competent	4-Highly Competent
Overall Content				
Historical Accuracy				
Spelling, Grammar and Punctuation				
Quality of Secondary and Primary Source Material				

TENTATIVE COURSE SCHEDULE to follow.

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code-2/>].
- 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.

