

GEORGE MASON UNIVERSITY
 SRST 200 – 001 —History of Sport/Leisure in America (3)
 Spring 2017
 Sport and Recreation Studies

DAY/TIME:	M 7:20 - 10:00p.m.	LOCATION:	Robinson Hall RM: A106
PROFESSOR:	Mark Shriver	EMAIL ADDRESS:	mshriver@gmu.edu
OFFICE LOCATION:	Outside of Classroom	PHONE NUMBER:	401 419 - 8951
OFFICE HOURS:	Before/After Class	FAX NUMBER:	

PREREQUISITES/COREQUISITES: None

COURSE DESCRIPTION

Traces the historical foundations of sport and recreation in America.

NATURE OF COURSE DELIVERY: Face to Face

COURSE OBJECTIVES

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

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

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

Richard O. Davies, Sports in American Life, A History (2nd Ed.), John Wiley & Sons, Inc., 2012

2. Chris Elzey and David K. Wiggins, eds., DC Sports: The Nation's Capital at Play. Fayetteville, AR: The University of Arkansas Press, 2015.
3. Daniel James Brown, The Boys in the Boat: Nine Americans and Their Epic Quest for Gold at the 1936 Berlin Olympics.

EVALUATION:

This course will be graded on a point system, with a total of 380 possible points.

Requirements	Points
Exams	

#1	Brown: Boys in the Boat & Chapter 1 Davies Book	70
#2	Davies (Chapters 2 - 7) & Elzey and Wiggins (Chapters:1-3, 6, 7)	70
#3	Davies (Chapters 8-10, 14, 15) & Elzey and Wiggins (Chapters:4,5)	70
Presentations:		
See below		70
Book Review: Paper		50
Quizzes: (announced dealing with the weekly reading)		50
TOTAL		380

COURSE PERFORMANCE EVALUATION

- 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 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.
- Presentation: Students are divided into groups and asked to make a presentation on an important individual from the world of recreation or sport. They will be evaluated on content, historical accuracy, and the ability to create dialogue and discussion among the rest of the students in the

GRADING SCALE

Grading Scale by %							
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		

PROFESSIONAL DISPOSITIONS:

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

COURSE OVERVIEW

Through the utilization of scholarly interpretations, students examine a variety of topics, including the role of sport in early American culture, nature and pattern of sport during the Jazz Age, the interrelationship between exercise and health in nineteenth and twentieth century America, and the globalization of sport in the post-1945 period. Particular attention is devoted to the role of various ethnic and racial groups in American sport and the development of the sport and recreation industry.

COURSE OVERVIEW

Through the utilization of scholarly interpretations, students examine a variety of topics, including the role of sport in early American culture, nature and pattern of sport during the Jazz Age, the interrelationship between exercise and health in nineteenth and twentieth century America, and the globalization of sport in the post-1945 period. Particular attention is devoted to the role of various ethnic and racial groups in American sport and the development of the sport and recreation industry.

TENTATIVE COURSE SCHEDULE

Date			Topic	Reading /assignments due
M	January	23	First Class: Review Schedule	Purchase Books: Start Reading Boys in the Boat
M	January	30	Physical Education, Recreation, and Sport in Ancient Greek Society	Brown: Part 1 Ch: 1-5 (p.80)
M	February	6	Roman Sport and Physical Activity Medieval People at Play	Brown: Part 2: Ch: 6-8 (p 145)
M	February	13	Gentleman and Sport During the Renaissance	Brown: Part 3 Ch: 9-12 (p.226)
M	February	20	Puritans at Play: Suppression of Sport and Amusement	Brown: Part 4
T	February	27	Colonists at Play	Davies Ch. 1 Book Review Due
M	March	6	EXAM 1	
M	March	13	Baseball, Tennis, Circus and PE Baseball, Tennis, Circus and PE	Davies Chapter 2 Wiggins Chapter 2
M	March	20	Football, Immigrants & Sports 1865- 1920 Football Immigrants & Sports 1865-1920	Davies Ch. 3, 4 Wiggins Ch. 3 Chapter 3 & 4
M	March	27	Football, Immigrants & Sports 1865- 1920 Football Immigrants & Sports 1865-1920	Wiggins Chapter 1 & 3
M	April	3	Battle of Systems, Youth Sports, Women in Sports Battle of the Systems, Youth Sports, Women in Sports	Davies Ch. 5 & 6 Wiggins Ch Ch. 7 & 8
M	April	10	Women in Sports, Sports on Campus Women in Sports, Sports on Campus	Davies Ch. 7 Ch. 7
M	April	17	EXAM 2	
M	April	24	Sports 1920-1945, African Americans in Sports Sports 1920-1945, African Americans in Sports	Davies Ch. 8, 9 Wiggins Ch. 5
M	May	1	African Americans, Television African Americans, Television	Davies Ch. 9, 10, 14, 15 Wiggins Ch 9 & 10
M	May	8	Fitness Movement, Sports for a New Century Reading Day	Davies Ch 14 & 15
M	May	15	Final Exam/Exam 3	
				Exam Time: 7:30 - 10:15pm

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

SPMT 200 Presentation Rubric

	1-1-Not Competent	2-Somewhat Competent	3-Compentent	4-Highly Competent
Overall Content				
Historical Accuracy				
Dialogue and Generated Discussion				
Quality of Secondary and Primary Source Material				
Use of Technology				

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 <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The Writing Center 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/>).
- The 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

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

