

George Mason University  
College of Education and Human Development  
Recreation, Health & Tourism

SRST 200-001 – History of Sport and Leisure in America  
3 Credits, Fall 2017  
Monday/7:20-10:00pm Thompson Hall L004– Fairfax Campus

Faculty

Name: Mark Shriver  
Office Hours: Before or After class and/or “By Appointment”  
Office Location: Outside of Classroom  
Office Phone: 401 419 - 8951  
Email Address: mshriver@gmu.edu

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 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 Delivery Method

This course will be delivered using a lecture 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. Demonstrate the interrelationship between sport and 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 have met the following professional 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 Texts

1. Davies, R. O., A History Sports in American Life (Third Edition). Wiley and Sons, 2017.
2. Daniels James Brown, The Boys in the Boat: Nine Americans and Their Epic Quest for Gold at the 1936 Berlin Olympics.
3. David K. Wiggins and Ryan A. Swanson, Separate Games: African American Sport behind the Walls of Segregation. Fayetteville, AR: The University of Arkansas Press, 2016.

### Course Performance Evaluation

#### EVALUATION:

This course will be graded on a point system, with a total of 385 possible points.

Requirements		Points
Exams		
#1	Davies Book (Chapters 1-7) Wiggins & Swanson (Chapters 1,3,4,6,8)	70
#2	Davies (Chapters 8 - 13) & Wiggins & Swanson (Chapters 7, 9, 11)	70
#3	Davies (Chapters 14 - 17)	70
Presentations:		
See below		75
Book Review: Paper		50
Quizzes: (announced dealing with the weekly reading)		50
TOTAL		385

### 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 student 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 class.

- Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

#### 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

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

[Additional course or program specific language may be added.]

#### Class Schedule

Date			Topic
M	August	28	Ancient Greek Sport to the Emergence of Organized Sports, 1607-1860 Wiggins & Swanson: Chapter 1: 3-18
M	September	4*	Labor Day/No Class
M	September	11	Ancient Greek Sport to the Emergence of Organized Sports, 1607-1860 Davies: 7-30
M	September	18	Baseball: “America’s Game” and Sports the Emergence of Modern America, 1865-1920 Davies: 33-72 Wiggins & Swanson: Chapter 8: 129-141
M	September	25	The Emergence of King Football and The National Pastime: Baseball 1890-1930 Davies: 120-160 Wiggins & Swanson: Chapter 6: 93-108
M	October	2	Playing Nice: Women and Sports, 1860-1945 and Sports in the Age of Ballyhoo, Depression, and War, 1920-1945 Davies: 120-161 Wiggins & Swanson: Chapter 3: 37-60 or Chapter 4: 61-71
T	October	10*	EXAM I

Date			Topic
M	October	16	Sports on Campus, 1920-1950 and America's Great Dilemma Davies: 163-214 Wiggins & Swanson: Chapter 9: 145-164
M	October	23	"The Thrill of Victory, the Agony of Defeat": Television Revolutionizes Sports and The Big Business of College Sports Davies: 217-271 Wiggins & Swanson: Chapter 11: 179-202
M	October	30	Play for Pay: Professional Sports in America and Do You Believe in Miracles? Davies: 273-329 Wiggins & Swanson: Chapter 7: 109-128
M	November	6	EXAM 2
M	November	13	The Persistent Dilemma of Race Davies: 332-362 Brown: Boys in the Boat Part 1 Ch: 1-5 (p. 80)
M	November	20	Playing Nice No Longer: Women's Sports, 1960-2015 and "Only in America" Davies: 365-419 Brown: Boys in the Boat Part 2 Ch: 6-8 (p. 145)
M	November	27	The Democratization of Sports and Epilogue Davies: 421-460 Brown: Boys in the Boat Part 3 Ch: 9-12 (p 226)
M	December	4	Brown: Boys in the Boat Part 4 BOOK REVIW DUE
M	December	11	Reading Day
M	December	18	Final Exam/Exam 3

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 <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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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