

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

SRST 200 – History of Sport and Leisure in America (3)
Summer 2018 (A02)

DAY/TIME:	M-F 8:30-12:15a.m.	LOCATION:	Thompson, 2022
PROFESSOR:	Dr. David K. Wiggins	EMAIL ADDRESS:	dwiggin1@gmu.edu
OFFICE LOCATION:	Bull Run Hall #201	PHONE NUMBER:	703-993-2057
OFFICE HOURS:	By Appointment		
PREREQUISITES:	None		

COURSE DESCRIPTION

This course traces the historical foundation of sport and recreation in America. 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 recreation.

COURSE OBJECTIVES

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

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

Course Delivery Method

This course will be delivered online (76% or more) using [select either a synchronous or an asynchronous] format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on [Day and/or Time].

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Friday.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

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. Richard Davies, *Sports in American Life: A History*. Third Edition, Wiley Blackwell, 2017.
2. Chris Elzey and David K. Wiggins, eds. *DC Sports: The Nation's Capital at Play*. The University of Arkansas Press, 2015.
3. Daniel James Brown, *The Boys in the Boat*. Penguin, 2013.

NATURE OF COURSE DELIVERY: Hybrid

EVALUATION

This course will be graded on a point system, with a total of 150 possible points.

Requirements	Points
Overall Assessment of Sports in American Life	25
Book Review (<i>DC Sports</i>)	25
Book Review (<i>Boys in the Boat</i>)	25
Individual Assessments	<u>75</u>
TOTAL	150

Grading Scale

A+ = 144 –150	B+ = 123 –128	C+ = 106 –111	D = 87 –92
A = 136 –143	B = 118 –122	C = 100 –105	F = 0 –86
A- = 129 –135	B- = 112 –117	C- = 93 –99	

Course Expectations:

- *Readings:* Students are expected to read the assigned material. This is crucial since the readings are a very significant component of this course.
- *Individual Chapter Assessments:* Students are expected to complete individual assessments of each chapter in Davies’ *Sports in American Life*. The assessments should be at least a half page single-spaced and include what you consider the central theme and most important points made by Davies in each chapter. For all assessments, please follow the rubric below that emphasizes overall content, historical accuracy, writing and organization, spelling, and punctuation.
- *Overall Assessment:* Students are expected to complete an overall assessment of Davies’ book. The assessment should be at least one page-single spaced and include what you consider the overall theme of the book and most important points made by Davies in the entire. Please also point out what you consider the strengths and weaknesses of the book and whether you would recommend it to others.
- *Book Reviews:* Students are expected to complete two book reviews that provide the central themes, strengths and weaknesses, and overall evaluation of writing style and content. Please also point out your favorite and least favorite chapters in each book.

SRST 200 Assessment of Davies, Sports in American Life

	1- Not Competent	2-Somewhat Competent	3-Competent	4-Highly Competent
Overall Content				
Historical Accuracy				
Writing and Organization				
Spelling				
Punctuation				

TENTATIVE COURSE SCHEDULE

DATE			TOPIC	READINGS/ASSIGNMENT DUE
M	May	22	Introduction, Schedule, Assignments	
T	May	23	The Emergence of Organized Sports, 1607-1860	Davies, Sports in American Life, pp. 7-30.
W	May	24	Baseball: “America’s Game” and Sports and the Emergence of Modern America, 1865-1920	Davies, Sports in American Life, 33-51 and 53-72
R	May	25	The Emergence of King Football and The National Pastime: Baseball, 1890-1930	Davies, Sports in American Life, 74-93 and 95-118
F	May	26	Playing Nice: Women and Sports, 1860-1945	Davies, Sports in American Life, 120-137 <i>(Assessments Due Monday – May 29)</i>
M	May	29	Sports in the Age of Ballyhoo, Depression, and War, 1920-1945	Davies, Sports in American Life, 139-161
T	May	30	Sports on Campus, 1920-1950	Davies, Sports in American Life, 163-184
W	May	31	America’s Great Dilemma	Davies, Sports in American Life, 185-214
R	June	1	“The Thrill of Victory, the Agony of Defeat:” Television Revolutionizes Sports	Davies, Sports in American Life, 217-236
F	June	2	The Big Business of College Sports	Davies, Sports in American Life, 239-271
M	June	5	Play for Pay: Professional Sports in America	Davies, Sports in American Life, 273-304
T	June	6	Do You Believe in Miracles?	Davies, Sports in American Life, 306-329 <i>(Assessments Due Wed. - June 7)</i>
W	June	7	The Persistent Dilemma of Race	Davies, Sports in American Life, 331-362
R	June	8	Playing Nice No Longer	Davies, Sports in American Life, 365-389
F	June	9	“Only in America”	Davies, Sports in American Life, 391-419
M	June	12	The Democratization of Sports	Davies, Sports in American Life, 421-448
T	June	13	Epilogue	Davies, Sports in American Life, 451-460 <i>(Assessments Due W-June 14)</i>
W	June	14	DC Sports	Entire Book
R	June	15	DC Sports	Entire Book
F	June	16	DC Sports	Entire Book
M	June	19	DC Sports	Entire Book <i>(Both book reviews are due Friday – June 23)</i>
T	June	20	Boys in the Boat	Entire Book
W	June	21	Boys in the Boat	Entire Book
R	June	22	Boys in the Boat	Entire Book
F	June	23	Boys in the Boat	Entire Book <i>(Both book reviews are due Friday – June 23)</i>

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

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 <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 turned off 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/>.
- 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/>.

