

GEORGE MASON UNIVERSITY
College of Education and Human Development

SRST 200 – 002 – History of Sport and Leisure in America (3)
Fall 2018
Sport and Recreation Studies

DAY/TIME:	Monday 1:30-4:10	LOCATION:	RAC 2203
PROFESSOR:	Laurence Chalip	EMAIL:	lchalip@gmu.edu
OFFICE:	Thompson L041A	PHONE:	703-993-5061
OFFICE HOURS:	by appointment	FAX:	703-993-2025

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 changing roles of sport in American culture, the commercialization of sport, interrelationships between physical activity and health in nineteenth and twentieth century America, the ongoing globalization of sport, and the political legacies and challenges of the Olympic Movement. Particular attention is paid to the relevancies of history for understanding and addressing challenges in contemporary sport, including issues of equity, development, and policy.

Course Delivery Method

This course will be delivered using a lecture and discussion 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. Analyze the trajectory of interrelationships among sport, recreation, tourism, and health in the United States.
3. Identify significant trends and critical incidents in sport and recreation.
4. Evaluate the influence of those trends and incidents on governance and policy issues for sport and recreation.

5. Recognize the roles that gender and ethnicity have played in the American sport and recreation industry.
6. Consider the international context of American sport, and the implications of that context.

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. (2017). *Sports in American life: A history* (3rd ed.). Hoboken, NJ: Wiley Blackwell.
2. Byokoff, J. (2016). *Power games: A political history of the Olympics*. New York: Verso.
3. Futterman, M. (2016). *Players: The story of sports and money and the visionaries who fought to create a revolution*. New York: Simon & Schuster.

COURSE PERFORMANCE EVALUATION

Grading

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

Requirements		Points
Exams		
#1	Davies (Chapters 1-7); Boykoff (Chapters 1 & 2)	70
#2	Davies (Chapters 8 - 13); Boykoff (Chapter 3); Futterman (whole book)	70
#3	Davies (Chapters 14 - Epilog); Boykoff (Chapters 4-6); Presentations	70
Presentation:		
<i>See below</i>		70
Book Review: Paper		50
Quizzes (11) – dealing with weekly reading		55
TOTAL		385

Assignments

- *Readings:* Students are expected to read the assigned material prior to the beginning of the class for which it is assigned. This is crucial for meaningful and informed class discussion (which is a very significant component of this course). Please bring assigned readings to class.
- *Discussions:* Students are expected to participate actively in class discussions. This requires that students come prepared to discuss the readings and issues or questions they raise in an analytic and informed manner. While the articulation of multiple viewpoints is welcomed and encouraged, it is expected that everyone will contribute to a classroom environment that promotes meaningful discussion and civil debate.
- *Submission of assignments:* Students are required to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).
- *Presentation:* Students are divided into groups, each of which will make a presentation. The presentation will be on a topic agreed between the group and the instructor. It can evaluate the historical significance and impact of an individual who had a significant impact on sport and/or recreation, or it can provide an historically grounded analysis of an issue or policy concern for sport and/or recreation. Groups should be formed no later than October 15, and presentation topics should be agreed no later than October 22. Presentations will take place during the final four weeks of class.

Presentation Rubric

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

Grading Scale

Grading Scale by %										
A	= 94 – 100		B+	= 87.5–89.9		C+	= 77.5–79.9		D	= 60 – 69.9
A-	= 90 – 93.9		B	= 83 – 87.4		C	= 74 – 77.4		F	= below 60
			B-	= 80 – 82.9		C-	= 70 – 73.9			

Professional Dispositions

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

Class Schedule

Date			Topic
M	August	27	Overview, expectations, requirements, syllabus
M	September	3	Labor Day/No Class
Tu	September	11	<i>Davies (pages 1-52)</i> : “Introduction”, Chapter 1 “The emergence of organized sports, 1607-1860” & Chapter 2 “Baseball: ‘America’s game’”
M	September	17	<i>Davies (pages 53-73)</i> : Chapter 3 “Sports and the emergence of modern America, 1865-1920” <i>Boykoff (pages 1-47)</i> : “Introduction: ‘Operation Olympic Games’” & Chapter 1 “Coubertin and the revival of the Olympic Games”
M	September	24	<i>Davies (pages 74-119)</i> : Chapter 4 “The emergence of King Football, 1869-1920” & Chapter 5 “The national pastime: Baseball, 1890-1930”
M	October	1	<i>Davies (pages 120-162)</i> : Chapter 6 “Playing nice: Women and sports, 1860-1945)” & Chapter 7 “Sports in the age of ballyhoo, depression, and war, 1920-1945” <i>Boykoff (pages 49-79)</i> : Chapter 2 “Alternatives to the Olympics”
M	October	8	EXAM 1
M	October	15	<i>Davies (pages 163-216)</i> : Chapter 8 “Sports on campus, 1920-1950” & Chapter 9 “America’s great dilemma”
M	October	22	<i>Davies (pages 217-272)</i> : Chapter 10 “‘The thrill of victory, the agony of defeat’: Television revolutionizes sports” & Chapter 11 “The Big Business of College Sports”
M	October	29	<i>Davies (pages 273-330)</i> : Chapter 12 “Play for pay: Professional sports in America” & Chapter 13 “Do you believe in miracles?” <i>Boykoff (pages 81-115)</i> : Chapter 3 “Cold War Games”

Date			Topic
M	November	5	EXAM 2 BOOK REVIEW DUE
M	November	12	<i>Davies (pages 331-390):</i> Chapter 14 “The persistent dilemma of race” & Chapter 15 “Playing nice no longer: Women’s sports, 1960-2015”
M	November	19	<i>Davies (pages 391-420):</i> Chapter 16 “Only in America” <i>Boykoff (pages 117-154):</i> Chapter 4 “Commercialization of the Olympics”
M	November	27	<i>Davies (pages 421-450):</i> Chapter 17 “The democratization of sports” <i>Boykoff (pages 155-209):</i> Chapter 5 “The celebration of capitalism era”
M	December	3	<i>Davies (pages 451-461):</i> “Epilog” <i>Boykoff (pages 211-252):</i> Chapter 6 “The 2016 Rio Summer Olympics and the path ahead”
M	December	10	Reading Day
M	December	17	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 <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 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://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 the website <https://cehd.gmu.edu/students/> .

