

**George Mason University**  
**College of Education and Human Development**  
**Sport and Recreation Studies**

SRST 606.001/SRST 606.P01 – Foundations of Sport and Recreation Studies  
3 Credits, Fall 2019  
T 4:30 – 7:10p Robinson Hall B102 – Fairfax Campus

**Faculty**

Name: Dr. R. Pierre Rodgers  
Office Hours: TR 11:30a – 1:00p 211G Krug Hall and By Arrangement  
Office Location: Recreation and Athletic Complex (RAC) 2109 (Fairfax Campus); Bull Run Hall TBA (Science and Technology Campus); Krug Hall 211G (Fairfax Campus)  
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**Prerequisites/Corequisites**

Graduate Standing

**University Catalog Course Description**

This course examines trends and issues in the profession of Sport and Recreation Studies. Explores the interdisciplinary nature of the profession of Sport and Recreation Studies in the context of the social, cultural and economic forces shaping American society. Offered by Recreation, Health & Tourism. May not be repeated for credit.

**Course Overview**

This course examines the profession of sport and recreation studies. The primary intent is to gain an understanding of the disciplinary nature of the profession, the missions, and subject matter of the profession, and the appropriate academic preparation as well as ethical responsibilities of those who have made the profession their career. Secondary readings, lectures, and discussions will be utilized to analyze such topics as the organization of knowledge in the profession, challenges faced by the profession in the 21st Century, and how knowledge is used in practice.

**Course Delivery Method**

This course will be delivered using a seminar format.

**Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. Understand how individuals move from being performers to professionals.

2. Demonstrate the qualities and competencies required to be a professional in sport and recreation.
3. Identify the characteristics of a profession, professionalism, professionalization, and de-professionalization.
4. Explain the missions and subject matter of sport and recreation.
5. Demonstrate how knowledge is transported and communicated in sport and recreation.
6. Justify the importance of lifelong learning in sport and recreation.

### **Professional Standards** [Commission of Sport Management Accreditation (COSMA)]

Upon completion of this course, students will have met the following professional standards:

Courses offered in the Sport and Recreation Studies (SRST) graduate program are guided by the principles of COSMA. COSMA (2016, p. 1) “bases its accrediting process on principles, rather than standards.” The eight recommended principles are:

- outcomes assessment;
- strategic planning;
- curriculum;
- faculty;
- scholarly and professional activities;
- resources;
- internal and external relationships; and
- educational innovation.

For more information, please see:

Commission of Sport Management Accreditation. (2016, May). *Accreditation principles manual & guidelines for self-study preparation*. Retrieved November 30, 2016 from <http://www.cosmaweb.org/accreditation-manuals.html>

### **Required Texts**

Selected essays and assessments (See Calendar).

Additional required readings (e.g., journal/magazine/newspaper articles) will be available via Mason’s eReserves and the library circulation desk.

### **Course Performance Evaluation**

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

- **Assignments and/or Examinations**

Grades will be assigned on the basis of class participation and discussion; assessments of the assigned readings; and a term-ending philosophical paper. You will be notified about any additional readings. Specific guidelines pertaining to presentation and paper content will be provided.

- **Other Requirements**

- **Readings.** You are expected to attend all class sections, actively participate in class discussions, complete in-class exercises, and fulfill all assignments. Assignments must be turned in at the beginning of class on the specified date due or **no credit will be given.**

- **Grading**

Final grades and individual assignments will be recorded with “plus/minus” letter grade annotations. You can use the table below to do your own grade calculation. Convert letter grades to numerical equivalents using this scale: A=10, A-=9, B+=8, B=7, B-=6, C+=5, C=4, C-=3, D=2, F=1. Multiply the numerical equivalent by the weight to get the weighted value. Add the weighted values and use the conversion scale to convert the total back to a letter grade. (Note: While +/- grades in the C and D range may be given for individual assignments, final course grades will follow the graduate grading scale: A, A-, B+, B, B-, C, and F.)

	Letter Grade	Numerical Equivalent	Weight	Weighted Value
Class Participation/Discussion: Students are expected to actively participate in class discussions. This requires that students come prepared to discuss the readings.			.20	
Assessments of Assigned Readings: Students are expected to assess the assigned reading each week, providing a detailed analysis of both the strengths and weaknesses of the reading and what implications it has for the profession. Assessments should be approximately two pages in length double-spaced.			.40	

	Letter Grade	Numerical Equivalent	Weight	Weighted Value
Philosophical Paper: Students are expected to provide a personal, philosophic statement regarding their beliefs about their specific academic discipline and the profession more generally. In providing their philosophical paper they should be sure to define profession, professionalism, professionalization, and de-professionalization. The paper should also be based on all of the required readings and discussions (including presentations) in class. The philosophical paper should be approximately eight to ten pages in length double-spaced.			.40	
TOTAL				

### Grading Scale

A = 10.0-9.5	B+ = 8.9-8.0	C = 5.9-3.0
A- = 9.49-9.0	B = 7.9-7.0	F = 1.9-0.0
	B- = 6.9-6.0	

### Professional Dispositions

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

## Class Schedule

Date		Assignment	Reading
August	27	Syllabus, requirements, and overview	
September	3	Dr. Pierre Rodgers, Associate Professor, Co-Academic Program Coordinator, Sport and Recreation Studies	
	10	Guest Lecturer: Mr. Craig Esherick, J.D. Associate Professor, and Academic Program Coordinator, Sport Management	
	17	Guest Lecturers: Mr. Andy Ruge, Associate Athletic Director, Marketing, George Mason Intercollegiate Athletics	
	24	Guest Lecturers: Dr. Julie Aylsworth, Assistant Professor, Sport Management; Dr. Abena Aidoo, Associate Professor, Hospitality, Tourism and Events Management	
October	1	Guest Lecturer: Dr. Ellen Rodgers, Associate Professor, Associate Dean, CEHD Student and Academic Affairs	
	8	Dr. Jacqueline McDowell, Associate Professor, Sport Management	
	15	FALL BREAK—NO CLASS (Monday classes/labs meet Tuesday. Tuesday classes do not meet this week)	
	22	Guest Lecturer: Dr. James C. Kozlowski, Associate Professor, Recreation Management	
	29	Guest Lecturers: Dr. Brenda P. Wiggins, Associate Professor, and Co-Academic Program Coordinator, Recreation Management; Dr. David K. Wiggins, Professor Emeritus, Sport Management, Co-Director, Center for the Study of Sport and Leisure in Society	
November	5	Guest Lecturer: Dr. Sue Slocum, Associate Professor, and Co-Academic Program Coordinator, Hospitality, Tourism and Events Management	
	12	Guest Lecturer: Dr. Chris Green, Professor, Sport Management, and Co-Academic Program Coordinator, Sport and Recreation Studies	
	19	Guest Lecturer: Dr. Robert Baker, Professor, Sport Management, Division Director, Sport, Recreation, and Tourism	
	26	Guest Lecturer: Dr. Laurence Chalip, Professor, Sport Management, and Co-Academic Program Coordinator, Recreation Management	

Date		Assignment	Reading
December	3	Conclusion and Philosophical Papers	

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/> .**

