

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

SRST 200-001 – History of Sport and Leisure in America  
3 Credits, Fall 2019  
Monday 7:20-10:00 p.m. West 1004– 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. R. O. Davies, *Sports in American Life: A History* (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*. New York: Penguin Books.
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 405 possible points.

Requirements		Points
Exams		
#1	Davies Book (Chapters 1-7) Wiggins & Swanson (Chapters 1,3,4,6,8)	100
#2	Davies (Chapters 8 - 13) & Wiggins & Swanson (Chapters 7, 9, 11)	85
#3	Davies (Chapters 14 - 17)	80
Presentations:		
	<i>See below</i>	75
	Book Review: Paper	50
	Quizzes: (announced dealing with the weekly reading)	80
	Blackboard Postings	40
<b>TOTAL</b>		<b>510</b>

**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/>

#### Class Schedule

Date		Topic	
M	August	26	<p><b>View powerpoint regarding Ancient Olympics</b>  <b>Quiz: 10 T/F Questions: Ancient Olympics &amp; Greece</b></p> <p><b>Discussion Board Post: Ancient Olympics vs Modern Sport</b></p> <p>Ancient Greek Sport to the Emergence of Organized Sports, 1607-1860            Wiggins &amp; Swanson: Chapter 1: 3-18</p>
M	September	2	<p style="text-align: center;"><b>LABOR DAY: NO CLASS</b></p> <p><b>Chapter 1: Emergence of Organized Sports, 1607-1860 (Davies: p. 7-30)</b>  <b>Separate Games: Chapter 1: Cuban Giants</b></p> <p><b>Discussion Board Post: Cuban Giants</b></p>
M	September	9	<p><b>Chapter 2: Baseball (Davies: p. 33-51)</b>  <b>Chapter 3: Sports and the Emergence of Modern America, 1865-1920 (Davies: 53-72)</b></p> <p><b>Discussion Board Post: Rader: Race and Ethnicity</b>  <b>Powerpoint: Rise of Sport in America</b></p> <p><b>Quiz: on Chapter 2 &amp; 3</b></p>

Date			Topic
M	September	16	<b>Powerpoint Readings: Modern Olympics; Health &amp; PE Programs</b> <b>Chapter 4: Emergence of King Football (Davies: p.74-94)</b> <b>Separate Games: Chapter 6 (p. 93-108)</b>  <b>Discussion Board Post: Coubertain's Ideals (Powerpoint)</b>  <b>1 page summary on Chapter 6</b>
M	September	23	<b>Chapter 5: The National Pastime: Baseball</b>  <b>Separate Games: Chapter 8 (p.129-141)</b>
M	September	30	<b>EXAM 1</b>
M	October	7	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	15	<p style="text-align: center;"><b>CLASS WILL BE ONLINE</b></p> <b>Assignments/Readings:</b> <b>Chapter 8: Sports on Campus 1920-1950 (Davies: p. 163-184)</b> <b>Chapter 9: America's Great Dilemma (Davies: p. 185-214)</b> <b>Separate Games: Chapter 9 (p. 145-164)</b> <b>Powerpoint: 1932 &amp; 1936 Olympics</b>  <b>Quiz: Chapter 9 (Davies)</b>
M	October	21	<b>Chapter 10: Television Revolutionizes Sports (Davies: p. 217-237)</b> <b>Chapter 11: The Big Business of College Sports (Davies: p. 239-271)</b> <b>Separate Games: Chapter 11 (p. 179-202)</b>  <b>Due: Discussion Board Posting</b>
M	October	28	<b>Assignments/Readings:</b> Chapter 12: Play for Pay: Professional Sports in America (Davies: p. 273-304) Wiggins & Swanson: Chapter 7: 109-128  <b>Due: Discussion Board Posting</b>
M	November	4	<b>EXAM 2</b>
M	November	11	Chapter 13: Do You Believe in Miracles (Davies: p. 306-330) Chapter 14: The Persistent Dilemma of Race (Davies: p. 331-363) <b>Due:</b> <b>Quiz Chapter 13 &amp; 14</b> <b>Brown: Boys in the Boat Part 1 Ch: 1-5 (p. 80) Questions</b>

Date			Topic
M	November	18	Chapter 15: Playing Nice No Longer: Women's Sports, 1960-2015 (Davies: p. 365-389) Chapter 16: "Only in America" (Davies: p. 391-419) <b>Due:</b> <b>Brown: Boys in the Boat Part 2 Ch: 6-8 (p. 145) Questions</b>
M	November	25	The Democratization of Sports and Epilogue Davies: 421-460 <b>Due:</b> <b>Brown: Boys in the Boat Part 3 Ch: 9-12 (p 226) Questions</b>
M	December	2	<b>Due:</b> <b>Brown: Boys in the Boat Part 4</b> <b>BOOK REVIEW DUE</b>
M	December	9	<b>READING DAY: NO CLASS</b>
M	December	16	<b>Final Exam/Exam 3</b>

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*

- 1 Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- 2 Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- 3 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.
- 4 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/>).
- 5 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*

- 1 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://coursesupport.gmu.edu/>**.
- 2 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/> .**