

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

SRST 200-DL1 – History of Sport and Leisure in America
3 Credits, Spring 2020
Distance Learning

Faculty

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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 distance learning 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 [Monday 1/20].

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: [Include only the sentence below that is appropriate for the course. Delete the sentence that is not applicable.]
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday.
- 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 at least [3] times per week.
- 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.

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). Malden, MA: Wiley and Sons, 2017.
2. Daniel James Brown, *The Boys in the Boat: Nine Americans and Their Epic Quest for Gold at the 1936 Berlin Olympics*. New York: Penguin Books, 2014.
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

This course will be graded on a point system, with a total of 545 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)	100
#3	Davies (Chapters 14 - 17)	100
Presentations:		
<i>See below</i>		75
Book Review: Paper		50
Quizzes: (announced dealing with the weekly reading)		80
Discussion Board Posts		40
TOTAL		545

Course Assignments

- 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 discussions (which will be a very significant component of this course).
- 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 an online 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

Grade Scale			
A	94-100	C+	78-79
A-	90-93	C	74-77
B+	88-89	C-	70-73
B	84-87	D	60-69
B-	80-83	F	0-59

Professional Dispositions

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

Class Schedule

Month(s)	Days	Topic
January	20-26	Ancient Greek Sport to the Emergence of Organized Sports, 1607-1860 Wiggins & Swanson: Chapter 1: 3-18
January/February	27-2	Ancient Greek Sport to the Emergence of Organized Sports, 1607-1860 Davies: 7-30
February	3-9	Baseball: “America’s Game” and Sports the Emergence of Modern America, 1865-1920 Davies: 33-72 Wiggins & Swanson: Chapter 8: 129-141
February	10-16	The Emergence of King Football and The National Pastime: Baseball 1890-1930 Davies: 120-160 Wiggins & Swanson: Chapter 6: 93-108
February	17-23	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
February/March	24-1	EXAM 1
March	2-8	Sports on Campus, 1920-1950 and America’s Great Dilemma Davies: 163-214 Wiggins & Swanson: Chapter 9: 145-164
March	9-15	SPRING BREAK

Month(s)	Days	Topic
March	16-22	“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
March	23-29	Play for Pay: Professional Sports in America and Do You Believe in Miracles? Davies: 273-329 Wiggins & Swanson: Chapter 7: 109-128
March/April	30-5	EXAM 2
April	6-12	The Persistent Dilemma of Race Davies: 332-362 Brown: Boys in the Boat Part 1 Ch: 1-5 (p. 80)
April	13-19	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)
April	20-26	The Democratization of Sports and Epilogue Davies: 421-460 Brown: Boys in the Boat Part 3 Ch: 9-12 (p 226)
April/May	27-3	Brown: Boys in the Boat Part 4 BOOK REVIW DUE
May	4,5	Reading Days
May	11-17	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 <https://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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices 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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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