

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, Spring 2020
Wednesday 1:30-4:10p Thompson L019 – Fairfax Campus

Faculty

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Office Hours: T 2:45 – 4:15p
W 4:15 – 6:45p; and/or By Appointment
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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 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. Gems, G. R., Borish, L. J., & Pfister, G. (2017). *Sports in American history: From colonialization to globalization* (2nd ed.). Champaign, IL: Human Kinetics.
2. Byokoff, J. (2016). *Power games: A political history of the Olympics*. New York: Verso.
3. Wiggins, D. K. (2018). *More than a game: A history of the African American experience in sport*. Lanham, MD: Rowman & Littlefield.

COURSE PERFORMANCE EVALUATION

Grading

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

Requirements		Points
Exams		
#1	Gems et al, Chapters 1-4 + Wiggins (whole book)	70
#2	Gems et al., Chapters 5-7 + Boykoff, Chapters 1 & 2	70
#3	Gems et al., Chapters 8-11 + Boykoff, Chapters 3-6	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 significant component of this course). The assigned readings also provide the basis for the quizzes each week.
- *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).
- *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 February 12, and presentation topics should be agreed no later than February 26. Names of group members must be presented in writing and approved. The topic for each group must be proposed in writing, and must be approved. No group or topic can proceed until approved. Presentations will take place during the final weeks of class, as assigned.

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
W	January	22	Overview, expectations, requirements, syllabus
W	January	29	<i>Gems et al., Chapter 1 "Sporting experiences in colonial America, 1400-1750"</i>
W	February	5	<i>Gems et al., Chapter 2 "Sport and pastimes in the American revolutionary era and early national period, 1750-1820"</i>
W	February	12	<i>Gems et al., Chapter 3 "Antebellum health reforms and sporting forms, 1820-1860"</i>
W	February	19	<i>Gems et al., Chapter 4 "Rise of rationalized and modern sport, 1850-1870"</i>
W	February	26	<i>Gems et al., Chapter 5 "New identities and expanding modes of sport in the gilded age, 1870-1890"</i>
W	March	4	EXAM 1 <i>Book Review Due</i>
W	March	11	SPRING BREAK
W	March	18	<i>Gems et al., Chapter 6 "American sport and social change during the early progressive era, 1890-1900"</i> <i>Boykoff, Chapter 1 "Coubertin and the revival of the Olympic Games"</i>
W	March	25	<i>Gems et al., Chapter 7 "Sport as symbol: Acculturation and imperialism, 1920-1950"</i> <i>Boykoff, Chapter 2 "Alternatives to the Olympics"</i>
W	April	1	<i>Gems et al., Chapter 8 "Sport, heroic athletes, and popular culture, 1920-1950"</i> <i>Boykoff, Chapter 3 "Cold War Games"</i>

Date			Topic
W	April	8	<i>Exam 2</i>
W	April	15	<i>Gems et al., Chapter 9 “Sport as TV spectacle, big business, and political site, 1950-1980”</i> <i>Boykoff, Chapter 4 “Commercialization of the Olympics”</i>
W	April	22	<i>Gems et al., Chapter 10 “Globalized sport, 1980-2000”</i> <i>Boykoff, Chapter 5 “The celebration of capitalism era”</i>
W	April	29	<i>Gems et al., Chapter 11 “Sport in the early twenty-first century, 2000-2015”</i> <i>Boykoff, Chapter 6 “The 2016 Rio Olympics and the path ahead”</i>
	TBD		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/> .

