

**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, Fall 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](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](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/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week:  
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 5 times per week (once per day).
- 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. Black, Jonathan, Making the American Body. University of Nebraska Press, 2013.
2. Davies, R. O., A History Sports in American Life (Third Edition). Wiley and Sons, 2017.
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 543 possible points.

Requirements		Points
Exams		
#1	Davies Book (Chapters 1-5) Wiggins & Swanson (Chapters 1,6,8)	100
#2	Davies (Chapters 6 - 11) & Wiggins & Swanson (Chapters 3,4, 7, 9, 11)	100
#3	Davies (Chapters 12 - 17)	100
Presentations:		
Fitness Facility/Making the American Body Presentation		100
Quizzes: (announced dealing with the weekly reading)		75
Discussion Board Posts		68
<b>TOTAL</b>		<b>543</b>

## 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

<b>Grade Scale</b>
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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/polices-procedures/>

## Class Schedule

Weeks	Units	Assignments	Due Dates
<b>Week 1</b> (8/24-8/30)	<b>Unit 1:</b> Welcome: Introduction Paragraph Ancient Olympics & Athens vs Sparta  7 Differences between Ancient Sport and Modern Sport by Allan Guttmann	<b>Introductions:</b> Welcome paragraph  <b>Assignments/Readings:</b> View powerpoint regarding Ancient Olympics  <b>Quiz: 10 T/F Questions: Ancient Olympics &amp; Greece</b>  <b>Discussion Board Post: Ancient Olympics vs Modern Sport</b>	<b>Due Date: 8/30/2020</b>  <b>Quiz: Ancient Greece &amp; Olympics 10 points T/F</b>  <b>Discussion Board Post:</b> <ul style="list-style-type: none"> <li>• Welcome Paragraph</li> <li>• Guttmann's 7 Differences between Ancient and Modern Sport</li> </ul>
<b>Week 2</b> (8/31-9/6)	<b>Unit 1:</b> Early America & History of Ringling Brothers	<b>Assignments/Readings:</b> <b>Chapter 1: Emergence of Organized Sports, 1607-1860</b>  <b>Separate Games: Chapter 1: Cuban Giants</b>	<b>Due Date: 9/6/2020</b>  <b>Discussion Board Post:</b> <ul style="list-style-type: none"> <li>• Cuban Giants: Entertainment or Sport</li> </ul>
<b>Week 3</b> (9/7-9/13)	<b>Unit 1:</b> Baseball & Sports in Modern America Rader: Ethnic & Status Subcommunities	<b>Assignments/Readings:</b> <b>Chapter 2: Baseball</b>  <b>Chapter 3: Sports and the Emergence of Modern America, 1865-1920</b>  <b>Discussion Board Post: Rader: Race and Ethnicity</b>  <b>Powerpoint: Rise of Sport in America</b>	<b>Due Date: 9/13/2020</b>  <b>Discussion Post</b> <ul style="list-style-type: none"> <li>• Rader: Race and Ethnicity</li> </ul> <b>Quiz: 10 T/F Question Quiz on Chapter 2 Baseball</b>
<b>Week 4</b> (9/14-9/20)	<b>Unit 1:</b> Muscular Christianity Formal Health and Physical Education Programs  Creation of Modern	<b>Assignments/Readings:</b> Powerpoint Readings: Modern Olympics; Health & PE Programs  <b>Chapter 4: Emergence of King Football</b> <b>Separate Games: Chapter 6</b>	<b>Due Date: 9/20/2020</b>  <b>Discussion Board Post:</b> <ul style="list-style-type: none"> <li>• Courbertain's Ideals</li> </ul> <b>Chapter 6: 1 page summary of chapter</b>

	Olympics		
<b>Week 5</b> (9/21-9/27)	<b>Unit 1:</b> Creation of Football & Baseball from 1890-1930 Creation of Youth Sports Programs  History of Tennis	<b>Assignments/Readings:</b> <b>Chapter 5: The National Pastime:Baseball</b>  <b>Separate Games: Chapter 8</b>	<b>Due Date: 9/27/2020</b>  <b>Discussion Post:</b> Questions you may have regarding the first exam next week
<b>Week 6</b> (9/28-10/4)	<b>Unit 1:</b> Exam is on content from Powerpoints and texts: <i>Sports in American Life &amp; Separate Games</i>	<b>Exam</b>	<b>Due Date: 10/04/2020</b>
<b>Week 7</b> (10/5-10/11)	<b>Unit 2:</b> Women & Sports; Sports in 1920's	<b>Assignments/Readings:</b>  <b>Chapter 6: Playing Nice: Women and Sports 1860-1945</b>  <b>Chapter 7: Sports in the Age of Ballyhoo, Depression, and War 1920-1945</b>  <b>Separate Games: Either Chapter 3 or Chapter 4</b>	<b>Due Date: 10/11/2020</b>  <b>Discussion Assignment:</b> • 4 Surprises from reading either Chapter 3 or 4 from Separate Games
<b>Week 8</b> (10/12-10/18)	<b>Unit 2:</b> Sports on Campus; America's Great Dilemma	<b>Assignments/Readings:</b> <b>Chapter 8: Sports on Campus 1920-1950</b>  <b>Chapter 9: America's Great Dilemma</b> <b>Separate Games: Chapter 9</b>  <b>Powerpoint: 1932 &amp; 1936 Olympics</b>	<b>Due Date: 10/18/2020</b>  <b>Quiz: Chapter 9 (Davies)</b>
<b>Week 9</b> (10/19-10/25)	<b>Unit 2:</b> Television and Sports; College Sports	<b>Assignments/Readings:</b> <b>Chapter 10: Television Revolutionizes Sports</b>  <b>Chapter 11: The Big Business of College Sports</b>  <b>Separate Games: Chapter 11</b>	<b>Discussion Assignment:</b> • College Sports: Education or Big Business <b>Due Date: 10/25/2020</b>
<b>Week 10</b> (10/26-11/1)	<b>Unit 2:</b> Play for Pay: Professional Sports in America	<b>Assignments/Readings:</b> Chapters 12: Play for Pay: Professional Sports in America	<b>Due Date: 11/01/2020</b>  <b>Discussion Assignment</b> Team Relocation
<b>Week 11</b> (11/2-11/8)	<b>Unit 2:</b> Exam is on chapters 6-12 in Davies & Powerpoint on 1932 & 1936 Olympics	<b>EXAM 2</b>	<b>Due Date: 11/08/2020</b>

<b>Week 12</b> (11/9-11/15)	<b>Unit 3:</b> Do You Believe in Miracles  Dilemma of Race	<b>Assignments/Readings:</b> Chapters 13 & 14	<b>Due Date: 11/15/2020</b>  <b>Assignments:</b> 10 T/F Question Quiz
<b>Week 13</b> (11/16-11/22)	<b>Unit 3:</b> Playing Nice No Longer  Fitness Movement	<b>Assignments/Readings:</b> <b>Chapter 15</b> <b>Additional Powerpoint: Fitness Movement</b>	<b>Due Date: 11/22/2020</b>  <b>Quiz: 10 point T/F on Chapter 15</b>
<b>Week 14</b> (11/23-11/29)	<b>Unit 3:</b> Only in America  The Democratization of Sport	<b>Assignments/Readings</b> Chapters 16 & 17  <i>Thanksgiving week: make sure to plan ahead</i>	<b>Due Date: 11/29/2020</b>
<b>Week 15</b> (11/30-12/6)	<b>Unit 3:</b>	<b>Prepare for the Exam, Review feedback from the instructor, Wrap-up Activities</b>	<b>Due Date: 12/06/2020</b>
<b>Week 16</b>	<b>Unit 3:</b> <b>FINAL EXAM</b>	<b>Exam</b> <b>Complete Course Evaluation</b>	<b>Due Date: 12/09/2020 - 12/13/2020</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*

- 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](mailto: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](mailto:titleix@gmu.edu).

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