

**George Mason University**  
**College of Education and Human Development**  
**School of Sport, Recreation, and Tourism Management**

SRST 200-DL2 – History of Sport and Leisure in America  
3 Credits, Spring 2021  
Distance Learning

**Faculty**

Name: Laurence Chalip  
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By arrangement  
Office Location: Online/Email  
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**Prerequisites/Corequisites:** None

**University Catalog Course Description:** Traces the history of sport and leisure in America. Offered by School of Sport/Rec/Tour Mgmt.

**Course Overview**

Through the utilization of scholarly interpretations, students examine a variety of topics, including the role of sport in early American culture, the nature and pattern of sport's development, 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 women and various ethnic and racial groups in development of the American 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 01/25.

**Under no circumstances, may students participate in online class sessions (either by phone or Internet) while operating motor vehicles. As expected in a face-to-face class meeting, 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.
- 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:
  - 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 6 times per week (i.e., Monday-Saturday).
- Participation:  
Students are expected to engage actively in all course activities throughout the semester, which includes viewing all posted course materials, completing course activities and assignments, and participating in course discussions and group interactions as needed.
- 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, even if based on individual technical issues.
- Workload:  
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. Meetings will be 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 that others do not consider them to be personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates. Rather, you are sharing information and learning from others. Faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to ensure 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. 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.

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

- *Council on Accreditation of Parks, Recreation, Tourism, and 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. Futterman, M. (2016). *Players: How Sports Became a Business*. New York: Simon & Schuster. [Available through the bookstore.]
2. Grundy, P. C., & Rader, B. G. (2019). *American Sports: From the Age of Folk Games to the Age of the Internet* (8<sup>th</sup> edition). New York: Routledge. [Available through the bookstore.]

3. Verducci, T. (2020). *Love, War, Influenza and the World Series: A Story from the Great Beyond*. [Available at the “Unit 1” tab of the course Blackboard site as “Verducci 2020”.]

## Course Performance Evaluation

This course will be graded on a point system, with a total of 600 possible points.

<b>Requirements</b>		<b>Points</b>
<b>Exams</b>		
#1	Grundy & Rader (Chapters 1 - 9)	100
#2	Grundy & Rader (Chapters 10 - 17)	100
#3	Grundy & Rader (Chapters 18 - 21 with reference to all other readings)	100
<b>Book Analyses</b>		
#1	Analysis of <i>Love, War, Influenza, and the World Series</i>	40
#2	Analysis of <i>Players</i>	55
9 <b>Short Essays</b> (one assigned most weeks, based on assigned reading [see Class Schedule])		125
<b>Final Paper</b>		80
<b>TOTAL</b>		600

## Course Assignments

- **Readings:** Students must read the assigned material prior to completing the essay for that week, as the essays require a thoughtful consideration of the readings.
- **Discussions:** A *Town Hall* at which students can discuss material covered in the course with the instructor and with each other will be scheduled as needed. Each *Town Hall* is optional. The time and communications method for each will be confirmed in advance (by email). Each student who attends a *Town Hall* is encouraged to participate actively in the discussion. Of course, this requires the student to come prepared to discuss the readings and issues or questions they raise in a respectful and intellectual manner. While the articulation of conflicting viewpoints is welcomed and encouraged, it is also essential that everyone contribute to a climate of civil debate.
- **Exams:** Each exam covers material read for the unit prior to the exam (as specified in the syllabus). The last exam requires some consideration of material in all the readings. The format will be essays and short answers. Specific instructions for accessing and completing each exam will be provided by email and also posted on Blackboard. Exams are due by the end of the day on the date shown in the Class Schedule.
- **Book Analyses:** There are two supplementary books that complement the main text (which is the book by Grundy & Rader). The novella by Verducci is read prior to the first exam; the book by Futterman is read prior to the second exam. For each of those two books, there is a required analysis of the content and its implications. Specific requirements for each will be posted on Blackboard. *Students are expected to meet fully the content requirements specified on the assignment.* Each book analysis will be submitted via Blackboard, and is due at or before noon on the date shown in the Class Schedule.

- Short Essays: In the first week, there is a short essay derived from a synthesis of ideas the student derives from the internet. For the remainder of the semester, there is a short essay required on those weeks when chapters from the main text (by Grundy & Rader) are assigned. The short essays require a thoughtful evaluation of key ideas and implications from the material in the text. Requirements for each short essay will be posted in advance on Blackboard. *Length requirements must be strictly adhered to, as nothing submitted beyond the required length will be read or assessed.* Essays will be submitted via Blackboard, and are due at or before noon on the date shown in the Class Schedule.
- Final Paper: No later than noon on the first day of exam week, each student will submit a paper. The paper will be on a topic that has been approved in consultation between each student and the instructor. A listing of possible topics is provided under the “Final Paper” tab on the course Blackboard site. *No paper on a topic that was not approved by the instructor on or before October 16 can earn credit.* The paper can evaluate the historical significance and impact of an individual who was significant to the development of sport and/or recreation in the United States, or it can provide an historically grounded analysis of an issue or policy concern for sport and/or recreation. The paper will be between 16-20 pages (12-point font, double spaced, with 1-inch margins all around). The title page (which should include the student’s name as well as the paper’s title) and the reference list do not count against the page requirement. The paper will be submitted on Blackboard on or before noon on the date shown in the Class Schedule.
- Missing or Late Assignments or Exams: Late assignments or make-up exams can only be granted in accordance with Mason policy. A fully documented illness making the student unable to complete the assigned work is one such basis. A personal exigency, properly documented, is another. Otherwise, no extension will be granted. Thus, late assignments or uncompleted exams will be treated as missing. *Failure to complete any required element of the course is grounds for failure.*

## Grading Scale

A+	98% - 100%		C+	78% - 79.9%
A	94% - 97.9%		C	74% - 77.9%
A-	90% - 93.9%		C-	70% - 73.9%
B+	88% - 89.9%		D	60% - 69.9%
B	84% - 87.9%		F	0% - 59.9%
B-	80% - 83.9%			

## Rubric for the Final Paper

	<b>Unsatisfactory</b>	<b>Minimal</b>	<b>Competent</b>	<b>Outstanding</b>
	Missing required element <i>and</i> does not demonstrate understanding of the content area subject.  <i>1-5 points</i>	Missing required element <i>or</i> does not demonstrate understanding of the content area subject.  <i>6-10 points</i>	Required element but does not fully present element.  <i>11-15 points</i>	Includes required element; demonstrates understanding of the element.  <i>16-20 points</i>
<b>Overall Content</b>				
<b>Historical Accuracy</b>				
<b>Quality of Secondary and/or Primary Source Material</b>				
<b>Quality of Writing and Presentation</b>				

## Class Schedule

*Note:* Faculty reserve the right to alter the schedule as necessary, with notification to students.

<b>Weeks</b>	<b>Units</b>	<b>Readings</b>	<b>Due Dates</b>
<b><u>Week 1</u></b> (1/25-1/31)	<b>Unit 1:</b> Course Introduction	<b>Syllabus</b>  <b>Paragraphs of other students introducing themselves</b>  <b>Explore the internet on the relevance and uses of history</b>  <b>Begin reading the novella by Verducci</b>	<b>Due Date: 1/31/2021</b>  <b>Discussion Board Post:</b> <ul style="list-style-type: none"> <li>• Welcome Paragraph</li> </ul> <b>Assignment (10 points):</b> <ul style="list-style-type: none"> <li>• 1 - 2 page essay - (<i>Why study sport history?</i>)</li> </ul>
<b><u>Week 2</u></b> (2/1-2/7)	<b>Unit 1:</b> Sport in Early America	<b>Chapter 1, Grundy &amp; Rader: "Sports in Early America"</b>  <b>Chapter 2, Grundy &amp; Rader: "The Setting for Nineteenth-Century Sports"</b>  <b>Chapter 3, Grundy &amp; Rader: "The Sporting Fraternity and Its Spectacles"</b>  <b>Continue reading Verducci</b>	<b>Due Date: 2/7/2021</b>  <b>Assignment (15 points):</b> <ul style="list-style-type: none"> <li>• 3 page essay - (<i>Echoes of America's early years in modern sport</i>)</li> </ul>

<p><b>Week 3</b> (2/8-2/14)</p>	<p><b>Unit 1:</b> The Rise of Professional, Elite, and College Sport</p>	<p>Chapter 4, Grundy &amp; Rader: <i>"The Rise of America's National Game"</i></p> <p>Chapter 5, Grundy &amp; Rader: <i>"Elite Sports"</i></p> <p>Chapter 6, Grundy &amp; Rader: <i>"The Rise of Intercollegiate Sport"</i></p> <p>Continue reading Verducci</p>	<p><b>Due Date: 2/14/2021</b></p> <p>Assignment (15 points):</p> <ul style="list-style-type: none"> <li>3 page essay - <i>(Interrelationships and differences in the rise of baseball, elite sport, and college sport)</i></li> </ul>
<p><b>Week 4</b> (2/15-2/21)</p>	<p><b>Unit 1:</b> Inequalities, Economic Development, and the Growth of Organized Sport</p>	<p>Chapter 7, Grundy &amp; Rader: <i>"Broader Horizons"</i></p> <p>Chapter 8, Grundy &amp; Rader: <i>"Sports, Culture, and Nation: 1900-1945"</i></p> <p>Chapter 9, Grundy &amp; Rader: <i>"The Rise of Organized Youth Sports"</i></p> <p>Continue reading Verducci</p>	<p><b>Due Date: 2/21/2021</b></p> <p>Assignment (15 points):</p> <ul style="list-style-type: none"> <li>3 page essay - <i>(Sport and America's development)</i></li> </ul>
<p><b>Week 5</b> (2/22-2/28)</p>	<p><b>Unit 1:</b> Sport and Pandemic</p>	<p>Complete reading the novella by Verducci</p>	<p><b>Due Date: 2/28/2021</b></p> <p>Assignment (40 points):</p> <ul style="list-style-type: none"> <li>Analysis of <i>Love, War, Influenza and the World Series: A Story from the Great Beyond</i></li> </ul>
<p><b>Week 6</b> (3/1-3/7)</p>	<p><b>Unit 1:</b> Exam is on content from chapters 1 - 9 of: <i>American Sports: From the Age of Folk Games to the Age of the Internet</i> (8<sup>th</sup> ed.)</p>	<p><b>Exam 1</b></p>	<p><b>Due Date: 3/6/2021</b></p>
<p><b>Week 7</b> (3/8-3/14)</p>	<p><b>Unit 2:</b> Institutionalization of Sport as an Entertainment</p>	<p>Chapter 10, Grundy &amp; Rader: <i>"The Age of Sports Heroes"</i></p> <p>Chapter 11, Grundy &amp; Rader: <i>"Baseball's Golden Age"</i></p> <p>Chapter 12, Grundy &amp; Rader: <i>"The Intercollegiate Football Spectacle"</i></p> <p>Begin reading the book by Futterman</p>	<p><b>Due Date: 3/14/2021</b></p> <p>Assignment (15 points):</p> <ul style="list-style-type: none"> <li>3 page essay - <i>(Sport entertainment's and the institutionalization of sport)</i></li> </ul>
<p><b>Week 8</b> (3/15-3/21)</p>	<p><b>Unit 2:</b> Continuing Struggles for Equity in Sport</p>	<p>Chapter 13, Grundy &amp; Rader: <i>"The Rise and Decline of Organized Women's Sports"</i></p> <p>Chapter 14, Grundy &amp; Rader: <i>"Globalizing Sports, Redefining Race"</i></p> <p>Continue reading Futterman</p>	<p><b>Due Date: 3/21/2021</b></p> <p>Assignment (15 points):</p> <ul style="list-style-type: none"> <li>3 page essay - <i>(Race, ethnicity, and gender in the struggle for sporting equity)</i></li> </ul>



<p><b>Week 9</b> (3/22-3/28)</p>	<p><b>Unit 2:</b> Commodification and Commercialization of Modern American Sport</p>	<p>Chapter 15, Grundy &amp; Rader: <i>“The Setting of Organized Sports Since World War II”</i></p> <p>Chapter 16, Grundy &amp; Rader: <i>“Professional Team Sports in the Age of Television”</i></p> <p>Chapter 17, Grundy &amp; Rader: <i>“College Sports in the Age of Television”</i></p> <p>Continue reading Futterman</p>	<p><b>Due Date: 3/28/2021</b></p> <p>Assignment (15 points):</p> <ul style="list-style-type: none"> <li>3 page essay – (Pros and cons of sport’s commodification and commercialization)</li> </ul>
<p><b>Week 10</b> (3/29-4/4)</p>	<p><b>Unit 2:</b> Development of Sport as a Commercial System</p>	<p>Complete reading the book by Matthew Futterman</p>	<p><b>Due Date: 4/4/2021</b></p> <p>Assignment (55 points):</p> <ul style="list-style-type: none"> <li>Analysis of <i>Players: How Sports Became a Business</i></li> </ul>
<p><b>Week 11</b> (4/5-4/11)</p>	<p><b>Unit 2:</b> Exam is on content from chapters 10 - 17 of: <i>American Sports: From the Age of Folk Games to the Age of the Internet</i> (8<sup>th</sup> ed.)</p>	<p><b>Exam 2</b></p>	<p><b>Due Date: 4/10/2021</b></p>
<p><b>Week 12</b> (4/12-4/18)</p>	<p><b>Unit 3:</b> Commercialization and Equity</p>	<p>Chapter 18, Grundy &amp; Rader: <i>“Racial Revolution”</i></p> <p>Chapter 19, Grundy &amp; Rader: <i>“Women’s Liberation”</i></p> <p>Chapter 20, Grundy &amp; Rader: <i>“All Sports All the Time”</i></p> <p>Begin completion of the final paper</p>	<p><b>Due Date: 4/18/2021</b></p> <p>Assignment (15 points):</p> <ul style="list-style-type: none"> <li>3 page essay – (Equity challenges in the context of commercialization)</li> </ul>
<p><b>Week 13</b> (4/19-4/25)</p>	<p><b>Unit 3:</b> The Continuing Evolution of American Sport</p>	<p>Chapter 21, Grundy &amp; Rader: <i>“Sports in the 21<sup>st</sup> Century”</i></p>	<p><b>Due Date: 4/25/2021</b></p> <p>Assignment (10 points):</p> <ul style="list-style-type: none"> <li>2 page essay – (The future past of American sport)</li> </ul>
<p><b>Week 14</b> (4/26-4/30)</p>	<p><b>Unit 3:</b> Your Personal Contribution to the Study of American Sport History</p>	<p>No readings assigned</p>	<p><b>Due Date: 5/3/2021</b></p> <p>Assignment (90 points):</p> <ul style="list-style-type: none"> <li>Final paper</li> </ul>
<p><b>Week 15</b> (5/3-5/10)</p>	<p><b>Unit 3:</b> Exam covers content from chapters 18 - 21 of: <i>American Sports: From the Age of Folk Games to the Age of the Internet</i> (8<sup>th</sup> ed.)</p>	<p><b>Exam 3</b></p>	<p><b>Due Date: As scheduled</b></p>



## Professional Dispositions

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

Students must also be fully familiar with the document, “Safe Return to Campus and Remote Learning Guidance for Students Enrolled in CEHD Courses,” which is posted as an addendum under the “Syllabus” tab of the course Blackboard site.

## 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 Town Halls and during meetings with the instructor unless otherwise authorized by the instructor.

### *Campus Resources*

- 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 the website <https://cehd.gmu.edu/students/> .**

