

COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: History

Course No. US380

Title of Course: Sport and American History

Date: 3/23/2017

Please check: New
 Revision

I. Catalog Description (Credit Hours of Course):

A study of the significance of sport in American society from the colonial era to the present. (3 credit hours).

II. Co- or Prerequisite(s):

15 hours of undergraduate study.

III. Purposes or Objectives of the Course (optional):

- A. Provide an understanding of how developments in sports influenced American society.
- B. Provide a means of understanding how sport engaged issues of race, gender, social class, labor, religion, and globalism in American culture.

IV. Course Learning Outcomes (Minimum of 3):

- A. Students will explain the origin of specific American sports.
- B. Students will compare the development of sport in American history to larger social and cultural movements.
- C. Students will explain issues of race, gender, and social class in the context of American sport.
- D. Students will describe the use of sport throughout American history as a form of social, cultural, and political protest.

V. Names of Faculty Qualified to Teach the Proposed Course

- A. Dr. Adam Criblez
- B. Dr. Eric Clements
- C. Dr. Joel Rhodes

VI. Course Content or Outline (Indicate number of class hours per unit or section):

- A. America becomes a sporting nation (3 hours)
- B. Sport to 1860 (3 hours)
- C. Gilded Age developments in sporting culture (3 hours)
- D. Sports with a Mission (3 hours)
- E. Manhood at Play (3 hours)
- F. The gospel of baseball (3 hours)
- G. Integration of American sports (6 hours)
- H. Influence on the Civil Rights movement (3 hours)
- I. Sports and the public sphere (3 hours)
- J. Gendered spaces (6 hours)
- K. Title IX and college competition (3 hours)
- L. Dilemmas of modern sports (3 hours)
- M. Sports for a new century (3 hours)

Please Attach copy of class syllabus and schedule as an example

Signature: _____
Chair



Date: _____09/6/17_____

Signature: _____
Dean

Date: _____

COURSE APPROVAL DOCUMENT

Reference Sheet

Department: Proposing Department
Course No.: Proposed course number (two-letter pre-fix + three-digit number)
Title of Course: Proposed course title

I. Catalog Description (Credit Hours of Course):

Short catalogue description (maximum 20 words) that appears verbatim in the Undergraduate or Graduate Bulletin. Credit hours are included at the end in parentheses.

II. Co- or Prerequisite (s):

List any co-requisites or prerequisites for the course.

III. Purposes or Objectives of the Course (optional):

List purposes or objectives of the course as a numbered list. These are different than student learning outcomes.

IV. Student Learning Outcomes (Minimum of 3):

List Student Learning Outcomes (SLOs) the course as a numbered list. Minimum of three required, more are acceptable. These are different than course purposes or objectives.

V. Optional departmental/college requirements:

Optional item. Any program or course requirements specific to the department or college.

VI. Course Content or Outline (Indicate number of class hours per unit or section):

Brief listing of class content or outline.

Please Attach copy of class syllabus and schedule as an example

Attach a copy of an actual course syllabus. Copy of a syllabus used in a specific course/class section. Must include (in no specific order):

- 1. Catalog description including descriptive statement; prerequisites; credit hours and course number, section and title.*
- 2. Semester*
- 3. Contact hours of course (if different from credit hours)*
- 4. Instructor name and contact information, including office phone, office location, and email address.*
- 5. Statement of whom to contact with concerns (use required wording)*
- 6. Office hours and location if different from office location.*
- 7. Course Objectives (optional; include if listed in Course Approval Document)*
- 8. Student Learning Outcomes*
- 9. Accessibility statement (the official statement and/or a link/URL to the official statement)*
- 10. Civility statement (the official statement and/or a link/URL to the official statement)*
- 11. Academic honesty statement (the official statement and/or a link/URL to the official statement)*
- 12. Grading scale and policies*
- 13. Course specific required materials (textbook, supplies, subscriptions, safety items, etc.)*
- 14. Class meeting times and places (if applicable the delivery medium such as lab, online, blended, ITV, webinar, etc.)*
- 15. Final exam date/time/place*
- 16. Class content outline or schedule*

US380: Sport and American History

Spring 2018

Tuesday/Thursday 11:00-12:15

Carnahan 201

Professor Adam Criblez

Office: Carnahan 301

Office Hours: M/W/F – 9-11:00 am and by appointment

Phone: 573-651-2555

E-Mail: acriblez@semo.edu

Course Description

This course explores the significance of sport in American history from the colonial era to the present. Developments in specific sports will be considered, as will the ways in which society shaped sport and how sport shaped society. Central to these understandings will be discussions of race, gender, social class, labor, religion, and globalism as they relate to American sports.

Course Learning Outcomes:

1. Students will explain the origin of specific American sports.
2. Students will compare the development of sport in American history to larger social and cultural movements.
3. Students will explain issues of race, gender, and social class in the context of American sport.
4. Students will describe the use of sport throughout American history as a form of social, cultural, and political protest.

Materials and Resources:

- Bissinger, H.G., *Friday Night Lights: A Town, a Team, and a Dream* (New York: De Cape Press, 1990). ISBN: 9780306824203
- Gorn, Elliott J. and Warren Goldstein, *A Brief History of American Sports*, 2nd ed. (Urbana: University of Illinois Press, 2013). ISBN: 9780252079481
- Grundy, Pamela and Susan Shackelford, *Shattering the Glass: The Remarkable History of Women's Basketball* (New York: The New Press, 2005). ISBN: 1565848225
- Remnick, David, *King of the World: Muhammad Ali and the Rise of an American Hero* (New York: Random House, 1998). ISBN: 0375500650
- Ruck, Rob, *Raceball: How the Major Leagues Colonized the Black and Latin Game* (Boston: Beacon Press, 2011). ISBN: 9780807048054
- Various articles as assigned, available on the course Moodle

Attendance and Late Work:

You are expected to attend every class and to complete each of the assignments on or before the due date. No late work will be accepted for any reason (technology issues included).

Academic Honesty:

I do not tolerate plagiarism or academic misconduct of any form. According to the Undergraduate Bulletin, academic dishonesty includes "...those acts which would deceive, cheat, or defraud so as to promote one's scholastic record." For more information on what constitutes Academic Dishonesty and the potential punishments for such transgressions, see: <http://www.semo.edu/pdf/stuconduct-code-conduct.pdf>

Disabilities:

It is the responsibility of the student to alert the faculty of disabilities and to work through the office of Learning Assistance and Disability Support Services. For more information, check out their website: <http://www.semo.edu/ds/>

Communication:

The best way to contact me during the semester is via e-mail. I will also be available via telephone during my posted office hours.

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Toni Alexander, Interim Chair of the Department of History

Basis for Student Evaluation:

There are 500 possible points for the course. The grading scale is as follows:

- A – 90-100% 450 - 500 points
- B – 80-89% 400 - 449 points
- C – 70-79% 350 - 399 points
- D – 60-69% 300 - 349 points
- F – 0-59% 0 – 299 points

Assignment	Points Assigned	TOTAL Points
In-Class Discussion	50 points	50 points
Journal Reflection	10 points each	150 points
Final Project	100 points	100 points
Mid-Term Examination (Take Home)	100 points	100 points
Final Examination (In-Class)	100 points	100 points

Course Schedule:

Week One – America becomes a sporting nation

Reading: Gorn and Goldstein, Chapter 1
January 16 Course Introduction
January 18 Origins of Sport and Colonists at Play

Week Two – Sport to 1860

Reading: Gorn and Goldstein, Chapter 2
MOODLE: Breen, Timothy H. “The Cultural Significance of Gambling Among the Gentry of Virginia;” Struna, Nancy, “Sporting Life in the Taverns;” “The Great Foot Race of 1835”
January 23 Urbanization and Modern Sport
January 25 Muscular Christianity/Athletic Clubs and Amateurism

Week Three – The Gilded Age

Reading: Gorn and Goldstein, Chapter 3,
MOODLE: “The *New York Herald* Compares Cricket and Baseball, 1859” “The *New York Sun*’s Portrayal of a Typical Baseball Crowd, 1884;” “John Montgomery Ward Asks, ‘Is the Base-ball Player a Chattel?,’ 1887”
January 30 Baseball’s Early Years
February 1 Baseball at the Turn of the Century – America’s National Pastime

Week Four – Sports at the Turn of the Century

Reading: Gorn and Goldstein, Chapter 4
MOODLE: Sargent, Dudley, “Are Athletics Making Girls Masculine?;” “Supreme Court Justice Oliver Wendell Holmes Jr., Explains Why Baseball Is Not Subject to Antitrust Laws;” Reel, Guy, “Richard Fox and the Modernization of the Squared Circle in the Late Nineteenth Century;” Bederman, Gail, “Remaking Manhood Through Race and ‘Civilization’: The 1910 Jeffries-Johnson Fight and Its Impact”
February 6 Manliness and American Sport
February 8 Great White Hopes

Week Five – Change in American Sports

Reading: Ruck, Introduction – Chapter Five
February 13 The Rise of Mass Sports and 100% Americanism
February 15 The 1920s: Golden Age of Sports

Week Six – Integration

Reading: Ruck, Chapter Six – Epilogue
MOODLE: Pratkanis, Anthony R. and Marlene E. Turner, “The Year “Cool Papa” Bell Lost the Batting Title: Mr. Branch Rickey and Mr. Jackie Robinson’s Plea for Affirmative Action”
February 20 Sports during the Depression
February 22 The “New Negro” – Baseball’s Negro Leagues

Week Seven – Ali

Reading: Remnick, Prologue, Parts I and II
February 27 Patriotic Games: Sport and WWII

- March 1 Ali/Frazier: Fight of the Century
- Week Eight – Civil Rights and the Black Athlete
Reading: Remnick, Parts III and IV, Epilogue
 March 6 Civil Rights on the Court
 March 8 Revolt of the Black Athlete
- Week Nine – ***NO CLASS – SPRING BREAK***
- Week Ten – Sports and the Public Sphere
Reading: Gorn and Goldstein, Chapter 5
 MOODLE: “Shootin’ Irons: The Jack Nicklaus-Arnold Palmer Rivalry;” “Physical Fitness and National Security, 1960”
 March 20 Television and American Sports
 March 22 NASCAR Nation
- Week Eleven – Gender Issues in Sports
Reading: Grundy and Shackelford, Intro, Sections I and II
 MOODLE: Miller, Heather Ross, “Half-Court Basketball”
 March 27 King Football
 March 29 Women at Play
- Week Twelve – Title IX and Women’s Sports
Reading: Grundy and Shackelford, Sections III and IV, Conclusion
 MOODLE: Maher, Charles, “Riggs Butchered By Ms. King as Promoters Score a Million”
 April 3 Battle of the Sexes
 April 5 Title IX
- Week Thirteen – Cold War and Sports
Reading: Gorn and Goldstein, Chapter 6
 MOODLE: Ryan, Joan, “The Cold Wars: Inside the Secret World of Figure Skating,” Abelson, Donald E. “Politics on Ice: The United States, the Soviet Union, and a Hockey Game in Lake Placid, 1980.”
 April 10 Amateurism
 April 12 The Cold War Rivalry
- Week Fourteen – Dilemmas of Modern Sports: Money, Drugs, and Violence
Reading: Gorn and Goldstein, Chapter 7
 April 24 Sports and the “ME” Generation
 April 26 The Steroid Era Exposed
- Week Fifteen – Friday Night Lights
Reading: Bissinger, *Friday Night Lights*
 April 17 High School Sports
 April 19 Book, Film, and TV: Authenticity in West Texas Football
- Week Sixteen – Sports for a New Century
Reading: MOODLE: Hastings, Penny, “In the Buff;” Maloney, Tom, “A New Image Exposed”
 May 1 Fandom
 May 3 The Future of American Sports
 Exam: Week of May 8

Written Assignment Descriptions:

Journal Reflections:

- Each week, you will complete a journal entry on the course Moodle. The instructor will provide a prompt and you will compose a 500-word response utilizing information obtained from your weekly readings.
- Each journal entry is worth 10 points and must be submitted on or before the due date. No late work will be accepted.

Final Project:

- You will become an expert in a particular area of sport history, completing a culminating project demonstrating familiarity with the historiography of that field and future directions for scholarship.
- First, you will choose a topic. Potential topics might include a specific athlete or event (Muhammad Ali or the 1932 Olympics, for example); a particular era in a sport (professional baseball in the 1920s); or a comparative theme crossing sport and era (the WNBA and the Negro Leagues, perhaps).
- Second, you will research this topic by locating and reviewing monographs related to your topic (scholarly journal articles or books). Each assignment has a particular number of sources you must use.
- Then you will complete your assignment by choosing one of the following:
 - Write a historiographical essay:
 - Review a **minimum** of six monographs, at least three of which must be book-length manuscripts.
 - Using the following guide (<http://qcpages.qc.cuny.edu/writing/history/assignments/historiographic.html>), compose a historiographic essay, reflecting on particular themes, analyses, and arguments common to your chosen monographs.
 - Your essay should be at least 2,000 words and must include a properly cited bibliography.
 - Complete an annotated bibliography:
 - Review a **minimum** of ten monographs, at least five of which must be book-length manuscripts.
 - Using the following guide (<http://guides.library.cornell.edu/annotatedbibliography>), compose an annotated bibliography of your chosen topic, reflecting on the usefulness of your books and articles to completing a research project on this topic.
 - Each annotation should be at least 250 words.
 - Compose a book proposal:
 - Review a **minimum** of six monographs, all of which must be books.
 - Using the following guide (<http://www.twliterary.com/bookproposal/>) write a book proposal for a project that would be unique to this field.
 - NOTE: You will only be completing the “Overview,” “Target Audience,” and “Competitive Titles” portion of the proposal...after all, you aren’t actually writing the book...just a proposal for a book that **should** be written.
 - Your book proposal should be at least 2,000 words.