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: ____________________________ Date: __09/6/17____________
Chair

Signature: ____________________________ Date: ________________
Dean
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:
- 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

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<thead>
<tr>
<th>Assignment</th>
<th>Points Assigned</th>
<th>TOTAL Points</th>
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<tbody>
<tr>
<td>In-Class Discussion</td>
<td>50 points</td>
<td>50 points</td>
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<tr>
<td>Journal Reflection</td>
<td>10 points each</td>
<td>150 points</td>
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<tr>
<td>Final Project</td>
<td>100 points</td>
<td>100 points</td>
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<tr>
<td>Mid-Term Examination (Take Home)</td>
<td>100 points</td>
<td>100 points</td>
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<tr>
<td>Final Examination (In-Class)</td>
<td>100 points</td>
<td>100 points</td>
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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
January 23 Urbanization and Modern Sport
January 25 Muscular Christianity/Athletic Clubs and Amateurism

Week Three – The Gilded Age
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
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
  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.