HIS 122 American Sports History 3

Course Number                      Course Title                                Credits

3 Class or Lecture Work Hours     Laboratory Clinical or Studio Hours Practicum, Co-op, Internship

15 weeks 15 week, 10 week, etc.

Not Applicable

Performance on an Examination/Demonstration
(Placement Score (if applicable); minimum CLEP score) None

Alternate Delivery Methods
(Online, Telecourse [give title of videos])

Required Materials:


In addition, the instructor will assign at least one of the follow titles:


Chalberg, John C. Rickey and Robinson: The Integration of America’s Game (Harlan Davidson, 2000).


Levine, Peter. Ellis Island to Ebbets Field: Sport and the American Jewish Experience (Oxford University Press, 1992).


Prince, Carl E., Brooklyn’s Dodgers: The Bums, the Borough, and the Best of Baseball (Oxford University Press, 1996).


White, Sol, History of Colored Base Ball and Documents on the Early Black Game, 1886-1936 (University of Nebraska Press, 1995).

Catalog Description:

This course examines the place sports hold in American life since the mid-nineteenth century. Focuses on sports as a reflection of our social, political, and economic make-up and its ability to effect and shape our institutions. Particular attention will be given to social class, race and ethnicity, gender, community, technology, and commercialization and the media.

Prerequisites: None

Corequisites: None

Latest Review: Fall 2021

Course Coordinator (name, email, phone extension): Craig R. Coenen, coenenc@mccc.edu, ext. 3533.

Available Resources: (Identify library and department resources relevant to the course, including books, videos, journals, electronic databases, recommended websites.)

“Baseball,” a PBS series by Ken Burns, “Hoop Dreams,” “The Sun Was Always Shining Someplace,” “A League of Their Own,” “Far and Away,” and “Hoosiers.”

Learning Center Resources: (Are there tutors for the discipline? Study groups?)
No tutors or study groups as of now.

Course Objectives. List 5-8 overall objectives for your course. Objectives (or competencies) are statements that describe the specific, measurable knowledge, skills, and values that the student is expected to exhibit after completion of the course.

The student will be able to:

• to read primary and secondary historical sources critically, with an understanding of their validity, perspective bias, audience, and context.
• to use information technologies in acquiring new knowledge and perspective.
• to construct an historical essay that presents a clear thesis, a persuasive argument, and well-researched supporting data.
• to identify major personalities of American Sports History.
• to describe major movements, trends, and developments of American Sports History.
• to discuss with authority, either in writing or verbally, the historical forces (e.g., religion, economics, politics, social stratification, gender, individual actors, technology, intellectual and aesthetic thought, etc.) behind the major movements, trends, and developments of American Sports History.
• to be able to describe and analyze sports’ important role in shaping and reflecting American values.

General Education Objectives. If the course is submitted for Gen Ed approval, the Gen Ed objectives must be listed separately from the course objectives. (Consult the Gen Ed Policy for Gen Ed objectives – e.g., Communication skills, Problem-solving and Critical Thinking, Information Literacy skills, etc.)

• Gen Ed Mission:
  ▪ Students will be competent in critical thinking;
  ▪ Students will be immersed in the critical study of what it means to be human;
  ▪ Students read, evaluate, appreciate and write about a wide range of texts and experiences;
  ▪ Students will learn how to integrate their learning into a lifelong process of understanding themselves, others, and the world

• Communication: Students will communicate effectively in both speech and writing.
  1.1. Students will comprehend and evaluate what they read, hear and see.
  1.2. Students will state and evaluate the views and findings of others.
  1.3. Students will write and speak clearly and effectively in standard American English.
  1.4. Students will logically and persuasively state and support orally or in writing their points of view or findings.

• Critical thinking and Information Literacy: Students will use critical thinking and problem solving skills in analyzing information gathered through different media [or presented to them by the instructor] and from a variety of sources.
  2.2. Students will use appropriate library tools to access information in reference publications, periodicals, bibliographies and databases.
  3.5. Students will recognize weaknesses [and bias] in arguments such as the use of false or disputable premises, suppression or contrary evidence, faulty reasoning, and emotional loading.
  3.a. Students will distinguish between facts, opinions, and generalizations.
  3.b. Students will access and evaluate primary and secondary sources to understand multiple causation.

• Historical perspective: Students will analyze historical events and movements in western societies and assess their subsequent significance
  9.1. Students will state the causes of a major historical event and analyze the impact of that event on a nation or civilization.
  9.2. Students will show how writers’ interpretations of historical events are influenced by their time, culture, and perspective.
  9.3. Students will discuss a major idea, movement, invention or discovery, and how it affected the world or American society.

• Diversity and global perspective: Students will analyze the implications of commonalities and differences among culturally diverse peoples.
  10.1. Students will link cultural practices and perspectives with the geographical and/or historical conditions from which they arose.
10.4. Students will recognize the needs and concerns common to culturally diverse peoples.
10.5. Students will recognize contributions made by people from various cultures.

**Ethical dimension**

4.2. Students will analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue or a situation.

**Examinations and Required Work.** Describe general guidelines for course work, assignments, tests. Explain how assignments (quizzes, tests, essays, projects, portfolios, practicums, etc.) are designed to evaluate the course objectives.

Instructors have some discretion in determining the format and content of required work. However, written and verbal assignments in any history course should be designed to help students develop the General Education skills (historical perspective, critical thinking, information literacy, writing, and public speaking) listed above. Instructors should emphasize these goals in their assignments and should state them in their written and verbal instructions to the students.

History courses should, therefore, utilize essay examinations, written reports and oral presentations as standard methods of assessing student learning. Below are the parameters within which instructors may operate:

**Reading Assignments**
- Textbook as well as primary documents should be clearly assigned to the students

**Exams & Quizzes**
- At least two (2), one-hour exams
- A Final Exam
- Exams should include at least a short essay component

**Writing Assignments** (to assess discipline specific knowledge, communication skills, and critical thinking skills). Students are expected to develop the ability to construct narratives—written or verbal or both—that clearly present their own thesis based on solid evidence that has been thoroughly and critically evaluated. Students are directed in developing competencies in accumulating evidence from a variety of sources, assessing the validity of the evidence, and extracting substantive generalizations from what they have discovered (Information Literacy).

- At least two (2), but preferable three (3), writing assignments
- At least one (1) essay should concentrate on the primary documents
- At least one (1) one assignment should incorporate library or internet research or both; this assignment may be a term paper or group presentation or some other type of project
- Length of the essays may be determined by the instructor; short (e.g., two-page) essays are acceptable
Academic Integrity Statement: [Include a statement affirming the college’s Academic Integrity policy and any specific implications for the course. See http://mlink.mccc.edu/omb/0403_academic_integrity_OMB210.pdf.]

Students who cheat or plagiarize on any assignment in this class will receive a “0” on that assignment which may result in the failure of the course and will be subject to further disciplinary action as deemed appropriate by MCCC’s Academic Integrity Committee. Cheating and Plagiarizing are the witting or unwitting use of answers to exams or quizzes from any source other than your brain (i.e. cheating with the aid of unauthorized aids), the copying or use of another’s words for a paper or other written assignment, and the paraphrasing, quoting, or use of not generally known ideas and concepts without proper citations of that material.

Units of Study in Detail. [List the units of study according to the general topics or themes by which the course is organized. Units of study are not chapter titles, but should be seen as independent of the selected textbook. For each unit, identify specific learning objectives. These unit learning objectives should stem from the overall course objectives and applicable General Education objectives. Unit learning objectives should state (in terms that can serve as the frame of reference for ongoing assessment of both student achievement and of the course’s effectiveness) what successful students will be able to demonstrate, perform or exhibit at the end of the unit. The suggested format is advisory; faculty members are free to modify it consistent with these guidelines.]

Introduction to the course and Sports in Modern America

Learning Objectives: The student will be able to
- Explain the difference between sports and Sport History.
- Demonstrate an understanding of the periodization and chronology of the course.
- Identify primary vs. secondary sources and discuss the uses and limitations of each.

Unit I: The Origins of Modern American Sports, 1800-1920

1. Pre-Modern and Modern American Sports

Learning Objectives: The student will be able to
- Define pre-modern and modern sport.
- Compare and contrast pre-modern and modern sports in America.
- Explain why pre-modern sports were so disorganized and often brutal.
- Analyze the socio-economic and technological factors that arose in the nineteenth century that gave rise to modern sports.
- Assess the concurrent operation of sports such as harness racing, boxing, rat pits, and marathoning as examples of how and why pre-modern and modern sports co-existed into the early twentieth century.

2. Social Class and Sports in Nineteenth Century America

Learning Objectives: The student will be able to
• Compare and contrast the meaning of sport in the lives of working-, middle-, and upper-class Americans in the late nineteenth century.
• Evaluate ways in which capitalism and technology furthered class divisions in America and in sport.
• Describe modes of social control exhibited through sport onto working-class Americans.
• State the instrumental role that a class-paranoid American middle-class played in furthering the development of organized sport.
• Identify such trends as the bicycling fad, the country club explosion, and the park movement as examples of contrived community and increasing social segregation.

3. The Commercialization and Professionalization of American Sports, 1840-1920

Learning Objectives: The student will be able to
• Explain how and why the first semi-professional and professional sports started in the mid-nineteenth century.
• Trace the early origins and development of baseball in America.
• Describe the social, economic, and cultural reasons that baseball emerges as the national game by the end of the nineteenth century.
• Evaluate the relationship between and among athletes, team management, individual spectators, and communities in early professional sports.
• Tie changes in technology and the American economy to the commercialization of sport through the creation of mail-order catalogues, department stores, sporting-goods companies, the mass media, and mass advertising.

4. The Amateur Ideal to 1920: Class, Masculinity, and American Ingenuity

Learning Objectives: The student will be able to
• Describe the socio-economic origins and meaning of the Amateur Ideal in America.
• Analyze the Amateur Ideal for its unique appeal to the middle class.
• Compare and contrast the Amateur Ideal as theory and its application in collegiate and Olympic sport.
• Assess the growing concerns over the loss of masculinity in the late nineteenth century and how this impacts the growth of certain more violent sports.
• Examine how and why ingenuity in sport was a unique American trait.

5. Women: Spectators and Participants in American Sport, 1840-1920

Learning Objectives: The student will be able to
• Describe the class differences for women participation in sports in the late nineteenth and early twentieth centuries.
• Explain the gender stereotypes that pervaded American society in the late nineteenth and early twentieth centuries.
• Evaluate how women both lived up to those stereotypes and struggled to break those barriers through sport.
• Analyze women writers (when addressing sport) in the late nineteenth century as examples of early feminism.
• Address why women spectators were as significant to breaking gender stereotypes and women participation in sport.
• Assess the role of the country club in promoting women’s competitive sport.
• Identify major women athletes and women’s sports that gave women a place, albeit a small one, in the growing pantheon of American sport.

6. Race and Ethnicity in American Sport, 1840-1920

Learning Objectives: The student will be able to
• Describe the types of sports immigrants brought with them and how they shaped America.
• Assess the different role sports played and meaning of games between first- and second-generation Americans.
• Explain why racial minorities and immigrants found opportunities to play sports limited by discrimination.
• Analyze the pros and cons of cultural assimilation through sport and how this enabled some immigrants to become “Americans” much faster than others.
• Examine the gentlemen’s agreement, Oorang Indians of the NFL, and Jack Johnson as examples of the limitations to assimilation and continuing discrimination in sport and society.

Unit II: The Golden Age of American Sports, 1920-1960

7. The Age of Heroes: Homogenizing America

Learning Objectives: The student will be able to
• Assess the absence of the frontier and World War I as reasons why Americans started looking to sports for their heroes during the 1920s.
• Evaluate the impact that the Age of heroes had on homogenizing America.
• Describe how technological changes furthered heroes.
• Explain some of the problems and difficult adjustments that faced communities in the face of national sports and national heroes.
• Discuss the economic impact of heroes in consumer culture.

8. The New Woman and Old Stereotypes, Gender and Sport to 1960

Learning Objectives: The student will be able to
• Describe the meaning of the New Woman in society and sport.
• Identify the first women athletes as national heroes and understand their limitations as compared to white men.
• Assess the role of collegiate athletics in both furthering gender stereotypes and breaking new ground for women.
• Compare and contrast the origins and development of women’s professional teams and leagues (LPGA and the All-American Girls’ Professional Softball (later Baseball) League).

9. Assimilation and Breaking Barriers: Ethnicity and Race in American Sport to 1960

Learning Objectives: The student will be able to
• Discuss the development and meaning of separate ethnic and racial teams and leagues such as the Negro Leagues, Harlem Globetrotters, and the House of David baseball team.
• Assess the ways in which integration of sports and ways were a slow and difficult process by examining the cases of the Joe Louis and Jesse Owens.
• Identify collegiate and professional players such as Benny Friedman, Andy Cohen, Hank Greenberg, and Tony Lazzeri and assess their role as athlete, role model to assimilation, and gate puller.
• Analyze the pros and cons of Jackie Robinson breaking the color barrier in baseball in 1947.
• Evaluate the speed, depth, and impact of integration in American sports at the professional and collegiate level in the 1950s.
• Discuss racism and ethnic discrimination in sport and the contradictions of Cold War American ideals of democracy, equality, and opportunity.

10. Community and Sport

Learning Objectives: The student will be able to
• Compare and contrast the place that sport holds within communities and how it changed over the twentieth century.
• Discuss the social and economic impact of having a professional franchise in a community.
• Explain what is meant by contrived community and assess whether or not modern sports are contrived or expressions of true community.
• Compare and contrast the impact of minor and major league franchises to a host community.

11. Early Television and American Sport

Learning Objectives: The student will be able to
• Discuss how radio and television changed the economic possibilities of American sport.
• Describe the changes to sport in America brought on by television revenue.
• Analyze new technologies in enhancing broadcasts of sports on television.
• Explain why television has helped some sports attain national prominence while doing little or nothing (even hurting some) others
• Explain the impact of television on local prep, collegiate, and semi-professional teams and leagues.
• Identify pseudo-sports (wrestling, roller derby) and the way they capitalize on the American sporting dollar through television.
• Explain the positive and negative effects of televised sport on community.

Unit III: Contemporary Sport and Society, 1960-present

12. The New Athlete: New Ideas and Problems in Sport

Learning Objectives: The student will be able to
• Discuss how and why steroids and other performance-enhancing drugs have become so prevalent in contemporary sport.
• Discuss the pros and cons of labor unions in sports.
• Assess the promotion of sport through players and teams, why mass marketing of athletes has taken off so much in the past few decades.
• Compare and contrast athletes in the pre-television era with those of the last few decades in terms of on and off-field behavior and national expectations and perceptions.

13. Gender Equity? Women and Sport since 1960

Learning Objectives: The student will be able to
• Assess the role of individual athletes such as Billie Jean King and their impact on gender equity in professional and amateur sport.
• Explain women’s collegiate and prep sport before Title IX.
• Evaluate Title IX’s original intent, enforcement, and degree of success.
• Describe how and why women are increasingly used as sex objects in sport and how this affects their legitimacy in sport.
• Discuss the stereotype of the lesbian female athlete and the way it continues to hurt women’s sport.
• Analyze the problems that women’s professional sport faces today and compare and contrast that with the origins of early men’s professional sports.

14. Race, Class, and Sport Since 1960: The American Dream or Nightmare?

Learning Objectives: The student will be able to
• Examine the history of the black quarterback and lingering racism within integrated sport.
• Discuss Black Power, the 1968 Olympics, and popular attitudes toward the modern black athlete.
• Analyze how and why Tiger Woods and Michael Jordan have transcended the stigma of race while other black superstars have not been accepted by the media and consumers.
• Identify Muhammad Ali and his place as role model and mirror of the new Black athlete in the 1960s.
• Assess how collegiate sports have offered racial minorities many new opportunities but they come with a terrifically high price.
• Evaluate the pros and cons of the shoe companies and basketball camps.

15. Sports and their Meaning to Contemporary America: From Soccer Moms to Super Sunday

Learning Objectives: The student will be able to
• Describe the cultural, economic, and social significance of major sporting events.
• Explain the reasons behind a growing animosity in regard to professional sports and the increasing trend to celebrate minor-league and alternative (X Games) sports.
• Analyze sport and recreation’s place in the daily life of all American, from soccer moms to armchair quarterbacks.
• Assess baseball’s role in America, the national pastime or national has been.
• Evaluate the impact of gambling and crime on sport.
• Discuss the failures, successes, and promise of sport in modern America.

Brief Narrative on Sport and Society in Modern America

In the past two decades, sport history has gained widespread legitimacy and has emerged as a booming academic field of research. The nineteenth century labor slogan, “Eight for work, eights hours for rest, and eight hours for what we will,” best sums up sport and recreation’s place in American life. How America played made this nation as much as labor, economics, and war.
Whether it was gender, ethnicity, race, social class, community, commercialization, labor and technology, sport mirrored our society. Even more, sport brought us together in ways otherwise impossible and has shaped our nation. Sport history captures not just our games but reveals our problems and plusses as a civilization.

Sport and Society in Modern America would enhance the depth and breadth of Mercer County Community College’s history offerings and serve our students’ needs. To be offered once or twice a year, this course could reach as many as 80 students. My experience in offering this course at Lehigh University from 2000-2002 revealed that enrollment will be high. Lehigh did not place a cap on the course when it was first offered, and more than 120 students enrolled (don’t worry they gave me a TA). In subsequent semesters, the 50 student cap was reached each time. Furthermore, Rutgers and Rider both offer similar courses in their American studies offerings. Would it transfer? Well, because those local schools offer the class, it would have the same or better chance to transfer as the Civil War, American Popular Culture, and Film and History—just a few of the history offerings already in our curriculum. Finally, Sport and Society in Modern America could be a core class in what will someday be an American Studies program at Mercer County Community College.

History 122- American Sports History
Mercer County Community College

Instructor: Dr. Craig Coenen
Office: Liberal Arts 123
Phone: 609-586-4800 x3533
Home: 610-966-9501
E-mail: coenenc@mccc.edu

Required Texts: (for an actual class only 1 or two of the 3rd through 5th books would be used).

Benjamin Rader, American Sports
Steven A. Riess, ed. Major Problems in Sport History
Michael Oriard. Reading Football: How the Press Created a National Spectacle
Carl Prince. Brooklyn’s Dodgers: The Bums, the Borough, and the Best of Baseball
Susan Cayleff. Babe: The Life and Legend of Babe Didrikson

Course Description: Examines the place of sports in American life since the mid-nineteenth century. Focuses on sports as a reflection of our social, political, and economic make-up and its ability to effect and shape our institutions. Particular attention will be given to social class, race and ethnicity, gender, community, technology, and commercialization and the media.

Course Objectives and Outcomes: Through lectures, discussions, readings, films, and maps students will understand sports place in American history, be able to analyze sources, and research and write on the interconnectedness of historical events. We will cover a history of American sport from the perspective of all the nation’s diverse populations and cultures and how
they have changed over time. Seeing this knowledge as a big story is key----seeing the big story not solely as knowledge but as a discovery of who we are and how that came to be is essential.

**Explanation of Graded Assignments:**
1) Attendance will be taken and is required. Regardless of performance on other assignments, three or more absences will result in lowered grades.
2) We will have two hourly exams and a final. They will be essay and short answer.
3) All students must complete 1,500 to 2,000-word (6-8 pages) research paper.
4) Each student must write 2 short, 750 words each (3 pages), opinion/response papers. These will be on topics assigned in class, should be analytical, and must be supported with the use of sources.
5) Finally, we will have a few quizzes this semester. Dates for three quizzes are noted on the syllabus, and others may be popped on you in class. They will be multiple choice and true/false.

**Grading Policy:** Any assignment not turned in when class begins on its due date will be subject to a late penalty of 1 letter grade for each day it is late. So please, turn your work in on time.

**Weight of Assignments:**

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<td>Attendance/Participation</td>
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<td>A 93-100%</td>
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<td>Research Paper</td>
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<td>Hourly Exams</td>
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<td>Final Exam</td>
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**Course Outline and Readings:** (Reading is to be completed for the week it appears)

**Week One**   Reading: Rader, 1-18 and Riess, 1-32  
August 29: What is Sport History?  
August 31: Pre-Modern American Sports

**Week Two**   Reading: Rader, 19-49 and Riess, 70-103, 169-176, and 180-197  
September 3: The Beginning of Modern Sports  
September 5: Aspiring Higher: Middle Class Sport  
September 7: The Country Club Crowd: The Upper Class

**Week Three**  Reading: Rader, 65-81 and Riess, 103-110, 176-179, and 198-214  
September 10: Working Class Sport  
September 12: Discuss: Spectators and Players: 1800s and today  
September 14: “Eight Men Out,” part one

**Week Four**  Reading: Rader, 50-65 and Riess, 140-167 and 214-237
September 17: Politicians, Consumers, and Sport
September 19: The Appeal and Early History of Baseball
September 21: “Eight Men Out,” finish

First Short Paper Due

Week Five  Reading: Rader, 81-97, Riess, 112-139 and Oriard, 23-188
September 24: College Athletics, The Amateur Ideal?
September 26: Making College Football Appealing
September 28: Discuss: College Football in the Press

Quiz on Oriard Reading
up to page 188

Week Six  Reading: Riess, 245-247 and 258-267 and Oriard, 189-236 and 247-276
October 1:  College Football, Masculinity, and Class
October 3:  First Hourly Exam
October 5:  Women Watching Sports

By October 3, all students
must have approved research

topic

Week Seven Reading: Rader, 98-116, Riess, 247-258 and 267-307 and Oriard, 229-247
October 8:  Women in Sports
October 10: Ethnicity and Sport
October 12: Early Issues of Race

Research Paper Outline Due

Week Eight  Reading: Rader, 116-206 and Riess, 309-332
October 15:  Jack Johnson and Jim Crow America
October 17:  Babe Ruth and The National Pastime
October 19:  The 1920s: The Decade of Heroes

Week Nine Reading: Rader, 208-222 and Cayleff, entire book
October 22:  Women, Heroes, and Babe Didrikson
October 24:  Discuss: Babe Didrikson in American Sport
October 26:  Professional Football’s Birth and Failure

Quiz on Didrikson book

Week Ten  Reading: Riess, 284-287, 322-323, 329-342, 370-376, 384-390, and Prince,
Introduction and 3-22
October 29:  Sport in the Depression and War
October 31:  Film: “The Negro Leagues”
November 2:  Breaking the Color Barrier

Second Hourly Exam

Week Eleven Reading: Prince, 22-148
November 5:  Second Hourly Exam
November 7:  Community and Sport: Brooklyn’s Dodgers
November 9:  Community and Sport: Brooklyn’s Dodgers

Quiz on entire Prince book

Week Twelve Reading: Rader, 225-269 and Riess, 376-388 and 417-425
November 12: Franchise Relocation and Expansion, 1945-1970
November 14: A Sporting Revolution: Television
November 16: The 1960s: New Heroes and New Ideas

Second Short Paper Due
Week Thirteen  Reading: Rader, 306-316, Riess, 342-354 and handout
November 19: Women and Sport Since 1945
November 21: Title IX and College Sports Since 1945
November 23: No Class- Thanksgiving Break

Week Fourteen Reading: Rader, 241-305, Riess, 401-415 and handout
November 26: Sports: Still the American Dream?
November 28: Film: “Hoop Dreams”
November 30: Hoop Dreams Continued

Week Fifteen Reading: Rader, 318-337 and Riess, 415-434
December 3: The Soccer Moms and Little League Dads  Research Papers Due
December 5: Gambling and Crime in Sports
December 7: Strikes and Lockouts: Labor Issues in Sport

Week Sixteen Review for Final
December 10: The Stadium Question: Who Pays?
December 12: Creating New Markets: Advertising and Sport
December 14: Summary and Review for the Final

Final Exam to be taken during exam session.

Detailed list and explanation of Assignments:
1) Each hourly exam is worth 16.7% of your total grade. They will be the same format: 5 key words that you must identify with a complete definition and statement of historical significance (worth 40%), and 1 question requiring an essay response (worth 60%). If you do better on the second hourly exam than you did on the first, it will be weighted heavier. For example, if you get a “C” on the first exam and a “B” on the second exam. Your “C” will be worth 11% and the “B” worth 22% of your overall grade. If you get a “B” on the first exam and a “C” on the second, both will still be worth 16.7%.

2) The Final Exam is worth 25% of your total grade and is comprehensive. It will be in the same format as the 2 hourly exams but with an extra essay: 5 key words from the last third of the course, and 2 essays-1 from the last third and one comprehensive. For all exams you will get a study guide.

3) The Research Paper is worth 16.7% of your grade and is due on December 3. However, you can’t wait until then start it. A preliminary outline and bibliography is due by October 10. Rough drafts are not required, but I strongly suggest that you give me one to review by November 21. Students do better when they turn in rough drafts. Specific research topics will be given out in class in a separate handout

4) Class participation, attendance, and quizzes are worth 15% of your grade. Performance will be judged in every meeting through your attentiveness, questions, answers to questions, and contributions to discussion. If you would like to know where you stand-ask me at any time and
I'll be happy to give you an exact grade to that point. There will be a few quizzes. They are intended to ensure that you are keeping up with the reading. Most will be true/false, multiple choice, or short answer. Each quiz is worth 1-2% of the overall grade.

5) Short essays are worth 10% each. These papers are short, 3 pages, opinion papers that will get you to think about and analyze important historical questions. Your opinions must be supported by historical evidence and experts. That means you must use sources and citations. Think of these papers as if you were trying to convince a reader to see an issue your way---the best way to do so is to use sources and facts to back up your ideas. Specific topics will be handed out in class. You only need to do 1, but if you do both and improve on the second short essay it will negate your score on the first one. The papers are due on September 21 and November 14.