

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

**School of Historical,
Philosophical and Religious
Studies**

College/School: College of Liberal Arts and Sciences Department/School: _____
 Prefix: HST Number: 377 Title: Sports in U.S. History Units: 3

Course description:

Is this a cross-listed course? No If yes, please identify course(s): _____

Is this a shared course? No If so, list all academic units offering this course: _____

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? No

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: *Historical Awareness (H)*

Mandatory Review: Yes

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name: Marissa Timmerman E-mail: Marissa.R.Timmerman@asu.edu Phone: 480-727-4029

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Richard Amesbury Date: 2/9/2020

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015

Proposer: Please complete the following section and attach appropriate documentation.

| ASU--[H] CRITERIA | | | |
|--|--------------------------|--|----------------------------------|
| THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA: | | | |
| YES | NO | | Identify Documentation Submitted |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 1. History is a major focus of the course. | syllabus |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 2. The course examines and explains human development as a sequence of events influenced by a variety of factors. | syllabus |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 3. There is a disciplined systematic examination of human institutions as they change over time. | syllabus |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context. | syllabus |
| | | THE FOLLOWING ARE NOT ACCEPTABLE: | |
| | | • Courses that are merely organized chronologically. | |
| | | • Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor. | |
| | | • Courses whose subject areas merely occurred in the past. | |

| Course Prefix | Number | Title | General Studies Designation |
|---------------|--------|------------------------|-----------------------------|
| HST | 377 | Sports in U.S. History | H |

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

| Criteria (from checksheet) | How course meets spirit (contextualize specific examples in next column) | Please provide detailed evidence of how course meets criteria (i.e., where in syllabus) |
|---|---|---|
| 1. History is a major focus of the course. | This course is my interpretation of teaching the second half of the U.S. history survey through the lens of sport. It focuses on major themes in sports history in the United States, from the mid-nineteenth century to the present. The course highlights social justice issues in sport as well as athlete activism throughout the twentieth and early twenty-first centuries. We explore the ways the participation of Black, Latino/a, and Native American athletes has mirrored, pushed, lagged, and diverged from Black, Latino/a, and Native American citizens' participation in society throughout United States history. We study the process through which the equal opportunity to participate in school sports became defined as a civil right, and, more recently, a human right. We explore historical constructions of sport as play, labor, exercise, education, and fitness for citizenship, and discover how these overlapping definitions change across time and space. | The lecture topics and assigned materials introduce students to the subdisciplines of social and cultural history, as well as an interdisciplinary approach to the study of history. The primary source assignments, having students interpret historical newspaper articles, first, and the Department of Health, Education, and Welfare's regulations concerning Title IX, second, are great exercises to practice the art of storytelling, analyzing, and historicizing important moments of the past. |
| 2. explains human development as a sequence of events influenced by a variety of factors. | Students learn the three major historical forces explaining the origins of modern sports are industrialization, the Enlightenment, and British imperialism. Sport is also political project in the United States; the first political project was its use to affirm/assert the power of elite white men. The second political project of sport in the United States has been the efforts of women, people of color, and LGBT, nonbinary, and transgender people to claim sporting spaces and challenge institutional | We carry this through every module of the course. As one example, in Module 6: Basketball, Education, and Community in the New South, we read, watch, and discuss how elite white male Southerners used sport, especially American football, to harden, entrench, and display the physical and intellectual supremacy of white men. American football at elite white colleges in the South played an important symbolic role in successful establishing the post-Civil War Jim Crow racial and gender hierarchy. We also discuss why this history still matters today: it explains the continued presence of Confederate symbology at many high schools and PWIs across |

| | | |
|---|---|--|
| | <p>power through sport. To create own spaces, to gain access to spaces, and to transform archaic sporting spaces.</p> | <p>the South (and beyond)</p> |
| <p>3. There is a disciplined examination of human institutions as they change over time.</p> | <p>See box above; just as American higher education has become more inclusive over time, sports in institutions of American high education have as well, but in complicated ways. While athletics at PWIs desegregated by race and gender in the 1970s and 1980s, the students participating in sports experience differential educational outcomes, based on their racial identities. Another example is our work studying the establishment of black/white color line in professional baseball, looking at the ways Indigenous and Latino ballplayers became acceptable "Others" on the white side of the color line. Then we dive into the history of the breaking of the black/white color line. The institutions in these examples are American higher ed and professional baseball.</p> | <p>We do this throughout, and especially in: Module 5: Basketball, Education, & Community across Indigenous America Module 6: Basketball, Education, & Community in the “New South” Module 10: Social Justice Activism in Track and Field Module 11: Early Baseball and the Color Line Module 12: Integrating America’s Pastime Module 13: Title IX and Gender Equity in School Sports Module 14: Sport and Gender Equity</p> |
| <p>4. Relationship among events, ideas, and artifacts and the broad social, political, and economic context</p> | <p>I am confident the descriptions in the boxes above demonstrate this as well. I would add that the bodies of athletes themselves in this relationship mix-- how athletes use them to make art, how observers interpret their art and their bodies.</p> | <p>I am confident the descriptions in the boxes above demonstrate this as well. The primary source assignments, having students interpret historical newspaper articles, first, and the Department of Health, Education, and Welfare's regulations concerning Title IX, second, are great exercises to practice the art of storytelling, analyzing, and historicizing -- placing in proper social, political, and economic context -- important moments of the past.</p> |

HST 377: Sports in United States History
SLN #28800
Spring 2019
Tuesdays and Online (Hybrid Course)
Lecture: 12:00pm-1:15pm
Discovery Hall 250

Dr. Victoria Jackson
Victoria.Jackson@asu.edu

Office Hours: Tuesdays, 1:30-3:30pm & by appt.
Coor Hall 4469

Required Texts:

Books available at [ASU Bookstores](#)

1. Bloom, John and Michael Nevin Willard. *Sports Matters: Race, Recreation, and Culture*. New York: New York University Press, 2002.
2. Grundy, Pamela. *Learning to Win: Sports, Education, and Social Change in Twentieth-Century North Carolina*. Chapel Hill: University of North Carolina Press, 2001.
3. Ware, Susan. *Game, Set, Match: Billie Jean King and the Revolution in Women's Sports*. Chapel Hill: University of North Carolina Press, 2011.

(See below for additional required online media, available in Canvas)

Course Description:

This course focuses on major themes in sports history in the United States, from the mid-nineteenth century to the present, organized topically around spring sports. Themes in the course encourage students to think critically about relationships between sport and society, identity, community, media, capitalism, and education. Lectures, discussions, readings, and films explore race, gender, class, and sexuality as categories of analysis, and the role of sport in constructing ideas about the body along gender and racial lines. The course also highlights social justice issues in sport as well as athlete activism throughout the twentieth and early twenty-first centuries. We will explore the ways the participation of Black, Latino/a, and Native American athletes has mirrored, pushed, lagged, and diverged from Black, Latino/a, and Native American citizens' participation in society throughout United States history. We also will study the process through which the equal opportunity to participate in school sports became defined as a civil right, and, more recently, a human right. We will explore historical constructions of sport as play, labor, exercise, education, and fitness for citizenship, and discover how these overlapping definitions change across time and space.

Learning Outcomes:

Like a jump shot or crossover dribble, critical thinking and historical writing are skills which may be improved with practice and hard work. In this course, students will complete writing assignments which develop critical thinking skills and the ability to process information and present it in an analytical way. Some of these assignments will involve interpreting primary source materials; students will practice historicizing documents of the past by understanding them as products of a particular time and place. Other assignments ask students to explore the ways in which historians have used sport as a window into understanding the broader issues of

the American past. Students will draw from readings, films, and podcasts in the required writing assignments of the course.

Course Requirements, Class Meetings:

Students are responsible for all required media, and are expected to come to class prepared to discuss assigned readings and media. Students also are responsible for information from class lectures and discussions; the content presented in class will not always be included in the assigned materials. The course includes two exams (midterm and final) which take place in class. Attendance and participation are required.

Course Requirements, Online Component:

Students are responsible for all additional information and required materials available online through the course Canvas site. The course also includes two primary source assignments, five discussions, and a research project.

Grading:

| | |
|--------------------------------|------------|
| Attendance and Participation | 10 points |
| Discussions (5) | 25 |
| Primary Source Assignments (2) | 20 |
| Research Project | 15 |
| Exams (2) | 30 |
| <hr/> | |
| Total | 100 points |

Grading Scale:

| | |
|----|--------|
| A+ | 97-100 |
| A | 93-96 |
| A- | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 80-82 |
| C+ | 77-79 |
| C | 70-76 |
| D | 60-69 |
| E | 0-59 |

Discussions:

Students will participate in 5 discussions in Canvas. Students will work from a provided list of questions and develop their own questions for the group. Students will discuss topics within the context of the course and the information learned from assigned materials and class lectures. Further instructions and a grading rubric are provided in Canvas.

Primary Source Assignments:

There are 2 primary source assignments in this course. Prompts for the assignments will include instructions to access historical newspapers and government documents, the grading rubric, and instructions for formatting, citations, and submission through Turn It In in Canvas.

Exams:

This course includes 2 exams. The midterm exam will take place in class on **Tuesday, March 3**. The final exam will take place during final exams week and will be scheduled midway through the semester because this is a nontraditional, hybrid course that falls outside the regular final exam schedule. Each student is responsible to bring an examination booklet (blue book/green book) to both the midterm and final exams. Students will have 75 minutes to complete the midterm and 110 minutes for the final exam. Exams will include short and long essays.

Late Policy:

Late assignments will receive a 10-percent reduction in grade per day (24-hour period).

Attendance and Participation:

Attendance and participation are important for both the class conversations and the student's grade, making up 10 percent of the final grade. Attendance will be taken regularly. Participation requires a demonstration of fulfilling the reading requirements, thinking critically about ideas and events, and contributing to class conversations. All ideas are welcome if they concern the course material and are respectful of others. Intellectual debate is encouraged and must remain respectful.

Laptops, tablets, phones are ok! But please respect your fellow classmates and do not become a distraction in our classroom. Use technology for notetaking purposes or research related to the lecture/discussion topic.

Interacting with the Instructor:

My purpose is to be a resource for you as you proceed on your intellectual journey as an ASU student. Talking sports – and especially sports and society – is fun! I am happy to answer questions pertaining to the content of the course. If you have questions about assignments or the structure of the course, please consult the syllabus and Canvas before emailing me; you may be able to find the answer on your own. I will respond to all email messages within 24 hours.

Technology Issues and Problem Shooting:

The university provides many resources for you if you encounter technological problems. Visit MyASU for IT support. If there is an issue in Canvas or assigned online media (and there will be! a broken link or some other issues *always* happens), please alert me to the issue. Please try, first, to delete your browsing history and cookies, and try a different web browser (Chrome, IE, Firefox, Safari). If the issue with Canvas or assigned online media still occurs, please contact me (I will be grateful!) so I can work to resolve the issue and let the rest of our class know.

Students with Disabilities:

The University has resources to assist students with disabilities. For more information please see the Matthews Center (Disability Resource Center) or visit the website: <https://eoss.asu.edu/drc>. The DRC keeps all correspondence confidential. Do not wait to contact the DRC if you need support for any of your ASU classes. The DRC staff will meet with you to determine accommodations based on appropriate documentation. Faculty members are not authorized to provide or approve any accommodations for students without instructions from the DRC office.

Academic Integrity Policy and Plagiarism:

This course has a zero-tolerance policy for academic cheating and plagiarism. Penalties range from a 0 on the assignment to an E or XE in the course. Academic cheating will be reported to university officials. Violations of academic integrity include copying another student's work, using unauthorized aids during exams, copying internet sources, failing to acknowledge intellectual debts, and representing someone else's work as your own. For more information on ASU's Academic Integrity Policy, please visit: <https://provost.asu.edu/academicintegrity>

ASU's Policy on Threatening Behavior:

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

ASU's Title IX Policy:

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources

at <https://sexualviolenceprevention.asu.edu/faqs>

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

A Note about the Course Structure:

This history course is hybrid, which means that the class meets in person for 75 minutes instead of 150 minutes per week. In place of the missing class time, students work independently, studying the assigned media, participating in online discussions, and completing writing assignments. This course may appear to include a hefty amount of reading, film viewing, and writing, however, the overall course requirements are on par with other 300-level courses.

A Note on Notetaking:

Studies demonstrate that taking notes improves comprehension and retention, performance on assignments, and, therefore, grades. More recent studies suggest that taking notes by hand may improve learning and retention more than digital notetaking. To succeed in this course, I highly recommend taking notes while attending class, reading assigned texts, viewing films, and listening to podcasts.

Some resources:

[DeZure, et al, "Research on Student Notetaking," Center for Research on Teaching and Learning, University of Michigan.](#)

[Michael Friedman, "Notes on Note-taking," Harvard Initiative for Learning and Teaching.](#)

Films

1. *Not Just A Game*. Northampton, MA: Media Education Foundation, 2010.
2. *O.J.: Made in America*. Episode 1. Ezra Edelman, ESPN Films, 2016.
3. *Venus and Serena*. Maiken Baird and Michelle Major, Magnolia Pictures, 2013.

4. *Unforgivable Blackness: The Rise and Fall of Jack Johnson*. Part 1. PBS, 2005.
5. *America's Newsreel Album No. 3, ca. 1955*. National Archives & Records Administration, 2009.
6. *The Crash Reel*. Lucy Walker, 2013.
7. *Rocks with Wings*. Shiprock Productions and Oregon Public Broadcasting, 2002.
8. *4wheelwarpony*. Dustinn Craig, 2008.
9. *Salute: The Story Behind the Image*. Matt Norman Film, 2008.
10. *Sleeping Tigers: The Asahi Baseball Story*. National Film Board of Canada, 2002.
11. *Roberto Clemente*. WGBH Educational Foundation and PBS Home Video, 2008.
12. *The '99ers*. ESPN Films: Nine for IX, 2013.
13. *Branded*. ESPN Films: Nine for IX, 2013.
14. *This Is Football*. Episode 1: "Redemption." Amazon Prime Video, 2019.

Online Readings

1. Bass, Amy. "Sports History and the Cultural Turn." *Journal of American History*, Vol. 101, No. 1 (June 2014), pp. 148-172.
2. Kelley, Robin D.G. "Looking to Get Paid: How Some Black Youth Put Culture to Work." *Yo' Mama's Disfunktional: Fighting the Culture Wars in Urban America*. Boston: Beacon Press, 1998.
3. Colas, Yago. "Preface: In Praise of Heresy," "Introduction: 'Ball Don't Lie!'" December 2, 2012," and pick any chapter that interests you most. *Ball Don't Lie: Myth, Genealogy, and Invention in the Cultures of Basketball*. Philadelphia: Temple University Press, 2016.
4. Swanson, Ryan. "'I never was a champion at anything': Theodore Roosevelt's Complex and Contradictory Record as America's Sports President." *Journal of Sport History*, Vol. 38, No. 3 (Fall 2018), pp. 425-446.
5. Woodbine, Onaje X.O. "'Last Ones Left' in the Game: From Black Resistance to Urban Exile." *Black Gods of the Asphalt: Religion, Hip-Hop, and Street Basketball*. New York: Columbia University Press, 2016, 25-47.
6. Davis, Amira Rose. "No League of Their Own: Baseball, Black Women, and the Politics of Representation." *Radical History Review*, Vol. 125 (2016), pp. 74-96.
7. Guridy, Frank A. "The Patriarchal Journey of 'The Juice.'" *Journal of Sport History* Vol. 44, No. 3 (Fall 2017), pp. 479-481.
8. Runstedtler, Theresa. "Introduction: Jack Johnson, Rebel Sojourner." *Jack Johnson, Rebel Sojourner: Boxing in the Shadow of the Global Color Line*. Berkeley: University of California Press, 2012, 1-29.
9. Cayleff, Susan E. "A Sportswriter's Dream: Beautiful Sports, Manly Sports, and Muscle Molls." *Babe: The Life and Legend of Babe Didrikson Zaharias*. Urbana: University of Illinois Press, 1995, 78-98.
10. Moore, Louis. "When Black Prizefighters Consider Family as Much a Symbol of Masculinity as a Knockout." *Zócalo Public Square*. March 21, 2018.
11. Jackson, Jane E. "Lake Placid of the West: A History of Early Skiing in Flagstaff." *The Journal of Arizona History*, Vol. 50, No. 3 (Autumn 2009), 205-236.
12. Abelson, Donald E. "Politics on Ice: The United States, the Soviet Union, and a Hockey

- Game in Lake Placid.” *Canadian Review of American Studies*, Vol. 40, No. 1 (2010), 63-94.
13. Feder, Abigail M. “‘A Radiant Smile from the Lovely Lady’: Overdetermined Femininity in ‘Ladies’ Figure Skating.” *TDR*, Vol. 38, No. 1 (Spring 1994), 62-78.
 14. Brayboy, Tim. “A League of Their Own: American Indian Basketball before Integration, North Carolina Museum of History.” *Tar Heel Junior Historian*, Vol. 51, No. 1 (Fall 2011).
 15. Choose your own adventure 1: any article-length piece from *Journal of Sport History*, Vol. 46, No. 2 (Summer 2019). (McKee and Forsyth, MacLean, Paraschak, O’ Bonsawin, Reid, Kossuth, Sikes, Osmond, or Fortier and Hastings—theme is Indigenous history and decolonizing sport history)
 16. Choose your own adventure 2: any article-length piece from *Journal of Sport History*, Vol. 46, No. 1 (Spring 2019). (Theme is California’s impact on history of sport and leisure)
 17. Carlos, John with Dave Zirin. “The Medal Stand,” in *The John Carlos Story*. Chicago: Haymarket Books, 2001, 103-127.
 18. Layden, Tim. “Fists of Fury: Fifty years after their protest in Mexico City, John Carlos and Tommie Smith have endured as symbols of dissent, even as their paths diverged,” *Sports Illustrated*, October 3, 2018.
 19. Alou, Felipe. “Latin-American Ballplayers Need a Bill of Rights.” *Sport* Vol. 36, No. 5 (November 1963), 21, 76-79.
 20. Zirin, Dave. “Béisbol: How the Major Leagues Eat Their Young,” in *Welcome to the Terrordome: The Pain, Politics, and Promise of Sports*. Chicago: Haymarket Books, 2007, 48-71.
 21. Department of Health, Education, and Welfare (now Department of Education) regulations and policy interpretations regarding Title IX.
 22. LaFeber, Walter. “The Globalization of Michael Jordan” and “New Frontiers and Inner Cities,” in *Michael Jordan and the New Global Capitalism*. New York: W.W. Norton & Company, 2002, 49-74, 90-112.
 23. Futterman, Matthew. Chapters 1-3, in *Players: How Sports Became a Business*. New York: Simon and Schuster, 2016.
 24. Taylor, Matthew. “Global Players? Football, Migration and Globalization, c. 1930-2000.” *Historical Social Research* Vol. 31, No. 1 (2006), 7-30.
 25. Lindquist, Danille Christinsen. “‘Locating’ the Nation: Football Game Day and American Dreams in Central Ohio.” *The Journal of American Folklore* Vol. 119, No. 474 (Autumn, 2006), 444-488.
 26. Naqvi, S. Kaazim. “O-H! I-O! Black Students, Black Athletes, and Ohio State Football, 1968-1976.” *Journal of Sport History* Vol. 40, No.1 (Spring 2013), pp. 111-126.

Podcasts

1. Ken Shropshire and Victoria Jackson, “What the ‘Varsity Blues’ indictments, Wilken decision say about NCAA sports,” *Global Sport Matters podcast*, March 15, 2019.
2. Ken Shropshire and Victoria Jackson, “Montaño’s outrage over Nike ad pushed changed for pregnant athletes,” *Global Sport Matters podcast*, June 7, 2019.
3. Bill Rhoden, Jamal Murphy, and Victoria Jackson, “A Jim Crow Divide in College Sports,” *Bill Rhoden on Sports podcast*, January 25, 2018.
4. “The Spy Who Signed Me” *30 for 30 podcast*, November 12, 2019.

5. "The Trials of Dan and Dave," *30 for 30 podcast*, June, 2017.
6. Andrew Maraniss and Dave Zirin, "The Hidden History of the 1936 US Olympic Basketball Team," *Edge of Sports podcast*, November 12, 2019.
7. Amira Rose Davis and Dave Zirin, "Can't Eat A Medal: The Lives and Labors of Black Women Athletes in the Age of Jim Crow," *Edge of Sports podcast*, May 21, 2018.
8. Victoria Jackson and Steve Goldstein, "Can Student Athletes Gain More Control Over Their Lives and Earnings," *KJZZ's The Show*, March 19.
9. Andy Schwarz and Dave Zirin, "How the NCAA Gaslights America," *Edge of Sports podcast*, October 23, 2018.
10. Patrick Hruby and Dave Zirin, "The End of March Madness?" *Edge of Sports podcast*, March 6, 2018.
11. Grant Wahl, SI's Throwback podcast, Season 1: The Women's World Cup. Episode 1 "The Tsunami Hitting the Shore," and Episode 5: "Grab It" (listen to them all if you'd like... if not now, some other time!)
12. Maggie Murphy and Shireen Ahmed, Lewes Football Club, *Burn It All Down podcast* Episode 135, December 4, 2019.
13. Courtney Cox and Amira Rose Davis, *Burn It All Down podcast*, Episode 133, November 21, 2019.
14. Jim Yardley and Michael Barbaro, "Why China went to war with the NBA," *The Daily*, October 11, 2019.

**Students are responsible for information in the syllabus, as well as college policies and the [Student Code of Conduct](#). Students will be notified of any changes to the syllabus.

Schedule (subject to change):

*Note that Discussions begin on Mondays and end on Fridays, and PSAs are due on Fridays.

Week 1- January 13-19: What is Sports History? What is sport?

Class meets Tuesday, January 14

Reading: Online Reading 1- Bass; Online Reading 2- Kelley; Online Reading 3- Colas; *Sports Matters*- Introduction

Podcast 1 and 2: Operation Varsity Blues, and Alysia Montaño taking on Nike

Film: *Not Just A Game*

Holiday, Monday, January 20: Martin Luther King, Jr. Day

Week 2- January 21-26: Sports and Politics; Defining Modern Sport

Class meets Tuesday, January 21

Readings: Online Reading 4- Swanson; Online Reading 5- Woodbine; Online Reading 6- Davis; Online Reading 7- Guridy

Podcast 3: Jim Crow Divide in College Sports

Films: *O.J.: Made in America* (one episode); *Venus and Serena*

Discussion 1 begins Tuesday, January 22 and ends Sunday, January 26, 11:59pm

Week 3- January 27-February 2: Jack and Babe: Race & Gender in the Early 20th Century

Class meets Tuesday, January 28

Readings: Online Reading 8- Runstedtler; Online Reading 9- Cayleff; Online Reading 10- Moore; *Sports Matters*- Chapter 9 (Rodriguez)

Films: *Unforgivable Blackness* (Part I only); *America's Newsreel Album No. 3, ca. 1955*

Podcasts 4 and 5: The Spy Who Signed Me, and The Trials of Dan and Dave

Discussion 2 begins Monday, January 27 and ends Sunday, February 2, 11:59pm

Week 4- February 3-9: Winter Sports and the Olympic Movement; Defining Amateurism

Class meets Tuesday, February 4

Readings: Online Reading 11- Jackson; Online Reading 12- Abelson; Online Reading 13- Feder; *Sports Matters*- Chapter 6 (Coleman)

Film: *The Crash Reel*

Podcast 6: The Hidden History of the 1936 US Olympic Basketball Team

Research Project: research question and reading list due Sunday, February 9, 11:59pm

Week 5- February 10-16: Basketball, Education, & Community across Indigenous America

Class meets Tuesday, February 11

Readings: *Learning to Win*- Introduction, Chapters 1-5; *Sports Matters*- Chapter 11 (Bloom and Hanson); Online Reading 14- Brayboy; Online Reading 15- Choose Your Own Adventure 1

Film: *Rocks with Wings*

Discussion 3 begins Monday, February 10 and ends Sunday, February 16, 11:59pm

Week 6- February 17-23: Basketball, Education, & Community in the "New South"

No Class Meeting Tuesday, February 18, use this time to work on PSA 1 and the research project

Readings: *Learning to Win*- Chapters 6-9, Epilogue; *Sports Matters*- Chapter 2 (Caponi-Tabery)

Primary Source Assignment 1 is due Sunday, February 23, 11:59pm

Week 7- February 24-March 1: Action/Extreme/Alternative Sports- Surfing and Skateboarding

Class meets Tuesday, February 25

Reading: *Sports Matters*- Ch 1 (Willard); Online Reading 16- Choose Your Own Adventure 2

Film: *4wheelwarpony*

(Recovery Week 😊)

Week 8- March 2-8: Midterm Exam

Midterm Exam will take place during class on Tuesday, March 3

Please remember to bring an examination booklet (blue book/green book) and pen/pencil.

Week 9- March 9-15: Spring Break

Week 10- March 16-22: Social Justice Activism in Track and Field

Class meets Tuesday, March 17

Readings: Online Reading 17- Carlos; Online Reading 18- Layden; *Sports Matters*- Chapter 8 (Bass)

Podcast 7: Can't Eat A Medal

Film: *Salute: The Story Behind the Image*

Discussion 4 begins Monday, March 16 and ends Sunday, March 22, 11:59pm

Week 11- March 23-29: Early Baseball and the Color Line

Class meets Tuesday, March 24

Reading: *Sports Matters*- Chapter 3 (Regalado) and Chapter 4 (Alamillo)

Film: *Sleeping Tigers: The Asahi Baseball Story*

(March Madness) Podcasts 8 and 9: Zion Williamson's Shoe Blowout, and How the NCAA Gaslights America

Research Project: project outline, work timeline, expanded source list, Sunday, March 29

Week 12- March 30-April 5: Integrating America's Pastime

Class meets Tuesday, March 31

Readings: Online Reading 19- Alou; Online Reading 20- Zirin; *Sports Matters*- Chapter 5 (Fuse and Miller) and Chapter 7 (O'Brien)

Film: *Roberto Clemente*

(March Madness) Podcast 10: The End of March Madness?

Extra credit: Attend Global Sport Summit!! Details to come.

Discussion 5 begins Monday, March 30 and ends Sunday, April 5, 11:59pm

Week 13- April 6-12: Title IX and Gender Equity in School Sports

Class Meets Tuesday, April 7

Readings: *Game, Set, Match*, Prologue and Chapters 1-3

Film: *The '99ers*

Podcast 11: The Tsunami Hitting the Shore, and Grab It (2 episodes)

Week 14- April 13-19: Sport and Gender Equity

Class meets Tuesday, April 14

Reading: *Game, Set, Match*, Chapters 4-6 and Epilogue; Online Reading 21- Title IX docs

Film: *Branded*

Podcasts 12 and 13: Maggie Murphy on BIAD and Courtney Cox on BIAD

Primary Source Assignment 2 is due Sunday, April 19

Week 15- April 20-26: Globalization

Class meets Tuesday, April 21

Readings: Online Reading 22- LaFeber; Online Reading 23- Futterman; Online Reading 24- Taylor; *Sports Matters*- Chapter 15 (Yu)

Film: *This is Football* Episode 1

Recommended Reading: *Sports Matters*- Chapter 13 (Rodríguez), Chapter 14 (Hase)

Podcast 14: Why China Went to War with the NBA

Research Project is due Sunday, April 26

Week 16- April 27-May 1: Fandom, Identity, and Community

Class meets Tuesday, April 28

Reading: Online Reading 25- Lindquist; Online Reading 26- Naqvi

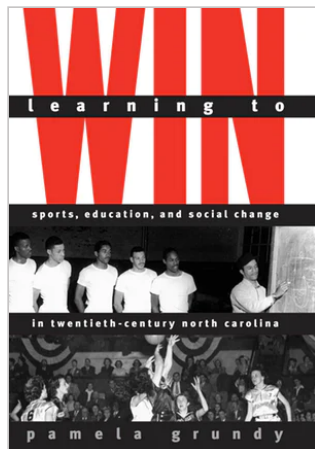
FINAL EXAM TBD



Learning to Win

Sports, Education, and Social Change in Twentieth-Century North Carolina

By **Pamela Grundy**



VIEW INSIDE ↗

392 pp., 6.125 x 9.25, 53
illus., notes, bibl., index

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A 2001 *Choice* Outstanding Academic Title

2001 North American Society for Sport History Book Award



Over the past century, high school and college athletics have grown into one of America's most beloved--and most controversial--institutions, inspiring great loyalty while sparking fierce disputes.

In this richly detailed book, Pamela Grundy examines the many meanings that school sports took on in North Carolina, linking athletic programs at state universities, public high schools, women's colleges, and African American educational institutions to social and economic shifts that include the expansion of industry, the advent of woman suffrage, and the rise and fall of Jim Crow. Drawing heavily on oral history interviews, Grundy charts the many pleasures of athletics, from the simple joy of backyard basketball to the exhilaration of a state championship run. She also explores conflicts provoked by sports within the state--clashes over the growth of college athletics, the propriety of women's competition, and the connection between sports and racial integration, for example. Within this chronicle, familiar athletic narratives take on new meanings, moving beyond timeless stories of courage, fortitude, or failure to illuminate questions about race, manhood and womanhood, the purpose of education, the meaning of competition, and the structure of American society.



About the Author

Pamela Grundy is a historian who lives in Charlotte, North Carolina, where she pursues a variety of writing, teaching, and museum projects. For more information about Pamela Grundy, visit the [Author Page](#).

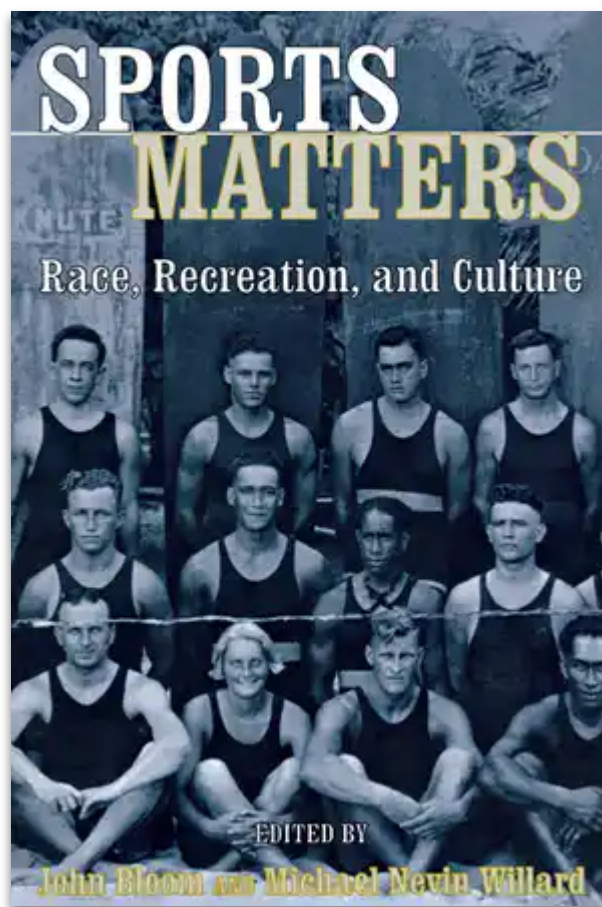
Reviews

"[This book] provides a fascinating window onto race, gender, class and mainstream culture."--*New York Times*

"In the richness of its detail and the quality of its analysis, *Learning to Win* is a most satisfying book. . . . An intelligent and sophisticated book. Not only does nearly every page contain perceptive observations, but Grundy has been remarkably successful in weaving together into a smooth narrative the complex meanings of North Carolina's recent sporting history."--*Journal of American History*



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