

George Mason University
Department of History and Art History

HIST 339, DL1 – History of Baseball
Three (3) Credits



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Office Hours:

While I do not have a physical office, I have Skype and FaceTime. I will be happy to meet with you over Skype or FaceTime to answer any questions or alleviate any concerns you may have. Please email me to set up a Skype appointment.

Course Description:

Poet and essayist Walt Whitman spoke of baseball with pride, gushing about how “It’s our game – the American game.” Whitman believed baseball held a position on par with the Constitution in the national mind, “just as important in the sum total of our historic life.” For Whitman and the generations of like-minded writers and journalists that followed, baseball played a central role in American life, highlighting the country’s strongest and most revered institutions.

Baseball provides a window into American life, history, and culture. While we will learn about exciting pennant races, mammoth home runs, thrilling no hitters, and feats of impressive athletic skill, **this class will not engage in baseball trivia, or enter into debates over the greatest player or team.** Instead, this semester, we will focus on how baseball’s own history highlighted many of the prominent promises, perils, and paradoxes inherent in American history. Baseball tells the story of American democracy and progress. Yet, baseball also tells the story of the conflicts that arose, specifically rural against urban, labor against capital, and civil rights against racial segregation and the struggle for racial equality. The story of baseball can help us better understand the story of the United States, where it has been, where it is, and where it will go.

Course Objectives:

The student will be able to:

- Understand the role of baseball in American life and culture
- Understand baseball's influence in shaping American patriotism and identity
- Understand the conflicts that existed between management and labor
- Understand the establishment and ultimate end of baseball's racial segregation
- Develop and support an argument through the analysis of primary sources, films, and literature

Structure:

This will be an intensive reading, viewing, and writing course. The class will be broken into four (4) units. Each unit will cover baseball during a specific period, containing readings from the required texts, selected primary sources, and films for you to view. Furthermore, each unit contains PowerPoints that will help you identify important people, events, and themes from that period. All the primary sources will be made available on Blackboard unless specified otherwise.

Adding and Dropping the Class:

The last day you may add or drop the class without a tuition penalty is September 5, 2017. The deadline to drop the class with a thirty-three percent (33%) tuition penalty is September 19, 2017. The final drop deadline, with a sixty-seven percent (67%) tuition penalty, is September 29, 2017.

Academic Integrity:

All assignments are governed by the George Mason University honor code, online at <http://oai.gmu.edu>. You are expected to work independently and to acknowledge all sources, including assigned texts and materials found online.

Students with Disabilities:

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at (703) 993-2474. All academic accommodations must be arranged through the ODS. <http://ds.gmu.edu>.

Email:

I am glad you are in this class, and I want you to do well. One of the best ways of doing so is to ask questions or chat with me via email. I genuinely enjoy talking with students and learning from and about them. **I have also provided an opportunity for us to meet via Skype and/or FaceTime if necessary. Please contact me to set up a Skype and/or FaceTime appointment.**

Likewise, as college students of the 21st Century, I encourage you to use email as a means of sharing any questions or concerns you may have. To ensure that I receive your message, please send it from your GMU address. Your messages should be grammatically correct with proper spelling. **Do not use text messaging abbreviations.** Please allow me at least twenty-four (24) hours to reply. **Emails containing additional unit information may occur during the course, so it is important for you to regularly check your email.**

Campus Resources:

Counseling and Psychological Services (CAPS): The George Mason University Counseling and Psychological Services staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance. <http://caps.gmu.edu>.

Writing Center: The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing. <http://writingcenter.gmu.edu>.

For additional information on the College of Humanities and Social Sciences, Department of History and Art History, please visit our website at <http://historyarthistory.gmu.edu>.

Required Texts:

- David Block, *Baseball Before We Knew It: A Search for the Roots of the Game* (Lincoln, Nebraska: University of Nebraska Press, 2005).
- Charles Fountain, *The Betrayal: The 1919 World Series and the Birth of Modern Baseball* (New York: Oxford University Press, 2016).
- Jonathan Eig, *Opening Day: The Story of Jackie Robinson's First Season* (New York: Simon & Schuster, 2007).
- Daniel A. Gilbert, *Expanding the Strike Zone: Baseball in the Age of Free Agency* (Boston: University of Massachusetts Press, 2013).
- Additional primary and (some) secondary sources available on the course Blackboard page.

Required Films:

- *Baseball* by Ken Burns
- *The Natural*
- *A League of Their Own*
- *No No, A Dockumentary*
- *Field of Dreams*

Note on Films: Most of the films can be streamed online from the course Blackboard website. **To do so, you will need to view this on the latest version of Chrome to view these films on a PC or laptop. To play content on your mobile device, download the video player by searching for "Swank Media Player" in Apple iTunes or Google Play Store.** An Android app is required on Android, and an iOS app is required on iOS. However, ***No No: A Dockumentary* is only available through Netflix, which allows you to join free for a month.**

Course Requirements:

Syllabus Quiz: The syllabus quiz is designed to help you understand the course policies that will guide us during the semester. On the first official day of class, the syllabus quiz will be emailed to you. The quiz will be due by **11:59 p.m. (EST) on August 30**. Your responses should be emailed to me in Microsoft Word or RTF formats only. **You are responsible for notifying me in the event you do not receive the email. Please do so as soon as possible.**

Argument Essays: You are required to write two (2) argument essays during the course of the semester. Within the course schedule, you will find two (2) open-ended questions designed to get you to critically analyze the required readings and films. This is not an assignment that asks you to simply paraphrase the materials. Rather, in three-to-four double-spaced pages, you must formulate an argument on the question being asked, and then use the assigned readings and films to support your position. **You are only to use the required readings and films. You are not to use any outside sources (i.e. Baseball Reference, Wikipedia, etc.). Please make sure you footnote the sources you use.**

Given the vast amount of material we will be covering, I do not expect you to include every piece of information in your papers. That is not the purpose of the argument essays. Rather, these assignments require you to know and understand the material, form an opinion, and use and synthesize the best examples to support your viewpoints.

Your argument essays must be submitted to me via email attachment in Microsoft Word or RTF formats only. **The questions and deadlines for your argument essays are outlined in the course schedule.**

I have prepared some Tips and Tricks to Good Writing and an Argument Essay Guide that will help you craft your argument essays. Equally important, the Writing Rubric will outline the things that I will be looking for as I grade your work. The Tips and Tricks to Good Writing and Argument Essay Guide can be found on Blackboard. **Please take the time to use the guides. They are there to help you improve and succeed!**

Discussion Board Postings: To help you prepare for your argument essays, you will be required to write several brief discussion board posts during the course of the semester, **as outlined in the course schedule.** The discussion board posts serve several important purposes: 1) they are designed to facilitate closer readings and sharper analysis of the material; 2) they will give you an opportunity to hone your writing and analytical skills in a pressure-free environment; and 3) they are designed to facilitate an interactive, online community.

Your discussion board posts should be between 300-400 words. They should begin with a one-to-two sentence statement that answers the question being posed **in your own words.** From there, you will skip a line and then write one-to-two paragraphs, using only the assigned materials to support your position. **Please make sure you cite your sources. For discussion board posts, parenthetical citations are fine.**

Once you have submitted your discussion board post, you must also respond to **at least one of your classmates.** Strong responses can, for example, offer agreement, using different rationales or examples as support for your classmate's position. Conversely, strong responses can **respectfully** present a different perspective. Your responses can even connect your classmate's post to relevant events in baseball today, or your comments can express how your classmate's post changed your perspective on the issue being discussed.

As you post in the discussion board, **please be respectful of me and your classmates.** Online communication can be much different from face-to-face communication. Without hearing the tone of a person's voice, or seeing a person's facial expression, comments in an online setting can take on a different meaning. For instance, statements that can be viewed as good-natured ribbing in a face-to-face setting may be viewed as disparaging or bullying in an online forum. Therefore, we must make every effort possible to respect each other and our views. We may

disagree with each other, and that is fine. That is even awesome because how boring would things get if we all agreed with each other all the time! But, we can disagree and be respectful.

In line with this sentiment, comments that are – or can be construed as – disrespectful and/or offensive will not be tolerated. As you post in our discussion boards, please refrain from cursing, making derogatory statements toward race, religion, sexual orientation, gender preference and/or disability. Please also refrain from trolling and flaming.

Violating this rule will result in an automatic zero for the discussion board post.

Discussion board posts will be graded on a scale of 0-to-5-points:

5-points: The discussion board post and classmate response is well-written and offers a viewpoint that not only answers the question being asked, but is also strongly supported with evidence and analysis. The discussion board post shows that you read the materials, viewed the films, and took the time to organize your thoughts as you answered the assigned question(s) and responded to one of your classmates.

4-points: The discussion board post and classmate response makes some very good points but perhaps lacks logical construction, does not answer the assigned question in a full or compelling manner, or has some minor problems with its sentence structure, punctuation, and/or spelling.

3-points: The discussion board post and classmate response offers a surface-level answer to the assigned question, perhaps lacks structure, clarity, or compelling evidence, or is marked by too many grammatical and/or punctuation errors.

2-points: The discussion board post and classmate response is vague, does not answer the assigned question, regurgitates facts without offering analysis, or suggests to your readers that you did not provide yourself with enough time to do a good job. Also, if an otherwise solid discussion board post and classmate response also includes significant grammatical and punctuation errors, that will also net two points.

1-point: The discussion board post and classmate response is hastily written and suggests you did not carefully read and consider the assigned readings.

0-points: The discussion board post and classmate response does not answer the assigned question(s) and provided little-to-no evidence that you read or considered the assigned materials. Zero points will also be awarded to those who show disrespect to me or their classmates.

Note: I will deduct one point from your discussion board post grade if you do not respond to at least one of your classmates.

Quizzes: To further help you prepare for the exams, there will be several quizzes during the semester. The quizzes are designed to help you stay up-to-date on the readings and notes. Equally important, the quizzes are designed to help you build a knowledge base that you will need to do well on the argument essays. All quizzes will be announced, with dates outlined in the **course schedule** section. A week before each quiz, I will distribute a study guide of approximately ten-to-twelve short answer questions to help you focus on the important people, events, and themes we covered. The actual quiz will consist of four-to-five questions from the

study guide. **Unlike the syllabus quiz, which will be emailed and open-note, these quizzes will be posted to Blackboard.**

“Oral History” and Research Project: You will be required to reach out to a friend, neighbor, relative, a loved one, or a coworker to conduct a brief oral history and research project. First, I want you to select a subject and conduct an interview. The interview should help you determine a topic. To illustrate, your topic can focus on (select **only one**) your subject’s favorite baseball player (e.g. Brooks Robinson), favorite baseball team (e.g. 2004 Boston Red Sox, **note how I specified a particular year**), favorite stadium (e.g. Yankee Stadium), or favorite baseball memory (e.g. Game 5 of the 1970 World Series).

Once you have determined your topic, and based on the information you gained from your interview, you will undertake some light research, finding six-to-eight **primary sources** (i.e. newspaper articles, magazine articles, letters, etc.) on your topic. The George Mason libraries provide students with free online access to ProQuest Historical Newspapers. Also, *Sports Illustrated* has an archive of every issue dating back to August 1954. The primary sources are designed to provide you with different perspectives to help you better understand your topic.

From your interview and research, you will then be asked to write a **three-to-four page, double-spaced, footnoted paper** that integrates your topic with a theme or themes we explored during the summer session. What can we learn about America from a particular player, team, memory, or stadium? For instance, your topic could spark feelings of nostalgia, which has been a driving force of baseball. A particular player could exhibit traits of hard work, hustle, and humility which define some of America’s best qualities. Or, a particular team could represent an underdog story that captivates a country given the nation’s past. To guide you in answering this question, you are welcome to use your assigned readings, videos, or course PowerPoints.

This is not an assignment to put off until the last minute. Consequently, this assignment has been broken down into several parts: 1) “Oral History” Interview Worksheet (**due September 8, 2017**); 2) annotated bibliography (**due October 6, 2017**); and 3) final paper (**due November 17, 2017**). The George Mason libraries have provided documents to assist you in your research. I have also prepared an **“Oral History” and Research Project Assignment Guide** to help you with your interviews, annotated bibliographies, and your outlines. **These documents can be found on Blackboard.**

Improvement Credit:

While there will be no extra credit, I believe you should be rewarded if your argument essays improve during the semester. You can therefore earn improvement credit. Here is how improvement credit works: if you score higher on your second argument essay, I will divide the difference by two (2). For example, if you scored an 80 on your first argument essay and a 90 on your second essay, I would add five (5) points to your first argument essay ($90 - 80 = 10$; $10 \div 2 = 5$).

Late Assignments:

The content for this course has been laid out for you. Given that many of you have jobs, families, and other classes, **you are free to work through this course at your own pace – but only to a point. You are welcome to submit any assignment early if you wish.** However, I have also established deadlines that are outlined in the course schedule. **The deadlines are established to prevent you from falling behind.**

Because this is an online course, you are expected to regularly have access to the internet, especially concerning the timely submission of required assignments. Please make sure you have contingency plans in place in the event that your computer crashes or your internet goes out at an inopportune time. Equally important, please make sure you back up your assignments in the event that your files become compromised. **Computer and internet-related issues will not be considered a reason for late submissions.** I will deduct one (1) point for each day a discussion board post is late, and five (5) points for each day all other assignments (i.e. argument essays, quizzes, “Oral History” and Research Project assignments) are late. **The only exception will be if you provide documentation of an illness or family emergency.**

Grade Breakdown:

Assignment	Percentage
Syllabus Quiz	5%
Argument Essay One	20%
Argument Essay Two	20%
Discussion Board Posts	10%
Quizzes	10%
“Oral History” Interview Worksheet	5%
“Oral History” and Research Project Annotated Bibliography	5%
“Oral History” and Research Project Final Paper	25%

Grading Scale:

A: 93-100	B: 83-87	C: 73-77	F: 0-59
A -: 90-92	B -: 80-82	C -: 70-72	
B+: 88-89	C+: 78-79	D: 60-69	



Course Schedule:

Unit I: Early Innings – The Origins, Myths, and Development of Baseball

Week 1	August 28, 2017 to September 1, 2017
	The Origins of Baseball PowerPoint: <ul style="list-style-type: none">Finding Home: The International Origins of America's Game Required Reading: <ul style="list-style-type: none">Block, <i>Baseball Before We Knew It</i>, 1-21.
	The Growth of Baseball in the United States PowerPoint: <ul style="list-style-type: none">Touching Base: The Growth of Baseball in the United States Required Reading: <ul style="list-style-type: none">Block, <i>Baseball Before We Knew It</i>, 22-31.
Quiz	Syllabus quiz due by 11:59 p.m. (EST) on August 30, 2017.
Discussion Board Post	<p>For your first discussion board post, please take the opportunity to introduce yourself to me and your classmates. You can include information about your major, your favorite baseball team and why you root for them, or even a favorite baseball memory. You can even indicate what you hope to get out of the course. If you do not like baseball, have a favorite team, or have a favorite baseball memory, that is okay! You can share an interesting fact about yourself. As you draft your message, please only share information that you are comfortable sharing with others. Please also make sure you respond to at least one of your classmates.</p> <p>The discussion board post and classmate response must be posted by 11:59 p.m. (EST) on September 1, 2017.</p>

Week 2	September 4, 2017 to September 8, 2017
	Drawing Baseball's Color Line PowerPoint: <ul style="list-style-type: none"> • "When Baseball Went White": The Segregation of Baseball Required Readings: <ul style="list-style-type: none"> • Block, <i>Baseball Before We Knew It</i>, 32-49. Additional Required Readings (on Blackboard): <ul style="list-style-type: none"> • "A Disabled Club," <i>Louisville Courier-Journal</i>, August 22, 1881. • "Why Discriminate?" <i>Sporting Life</i>, March 14, 1888. • "Nowhere So Sharply Drawn as in Baseball," <i>Sporting Life</i>, April 11, 1891.
	Women in Baseball PowerPoint: <ul style="list-style-type: none"> • Lipstick and Line Drives: Women in Baseball Required Readings: <ul style="list-style-type: none"> • Block, <i>Baseball Before We Knew It</i>, 50-79. Additional Required Readings (on Blackboard): <ul style="list-style-type: none"> • "Baseball Among the Fairer Sex Coming Into Prominence," <i>Indianapolis Freeman</i>, December 26, 1908. • "Are Athletics Making Girls Masculine?" <i>Ladies Home Journal</i> (1912).
Handout	The study guide for Quiz #2 will be distributed by email and will be posted on Blackboard as well.
Deadline	"Oral History" Interview Worksheet due by 11:59 p.m. (EST) on September 8, 2017.

Week 3	September 11, 2017 to September 15, 2017
	The Professionalization of Baseball PowerPoint: <ul style="list-style-type: none"> • “We’ll toss the ball”: The First Professional Teams and Professional Leagues Required Readings: <ul style="list-style-type: none"> • Block, <i>Baseball Before We Knew It</i>, 80-104.
	Early Baseball Wars PowerPoint: <ul style="list-style-type: none"> • “[L]ines which will not infringe upon individual or natural rights”: The Players Revolt Required Readings: <ul style="list-style-type: none"> • Block, <i>Baseball Before We Knew It</i>, 105-123. Additional Required Readings (on Blackboard): <ul style="list-style-type: none"> • “Brotherhood Manifesto,” from Elwood Roff, <i>Base Ball and Base Ball Players</i> (1912). • “The NL Responds to the Manifesto,” from Albert G. Spalding, <i>America’s National Game</i> (1911).
Quiz	Quiz #2 will be made available on Blackboard.
Week 4	September 18, 2017 to September 22, 2017
	Early Baseball Wars PowerPoint: <ul style="list-style-type: none"> • “The Great Baseball War”: The Formation of the American League Readings: <ul style="list-style-type: none"> • Block, <i>Baseball Before We Knew It</i>, 124-151.

	<p>Baseball and Myth</p> <p>PowerPoint:</p> <ul style="list-style-type: none"> • “It’s our game – the American Game”: The Myth of Baseball’s Origins <p>Required Readings and Films:</p> <ul style="list-style-type: none"> • Block, <i>Baseball Before We Knew It</i>, 152-162. • <i>Baseball</i> by Ken Burns, Inning 1.
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Discussion Board Post	<p>In reading <i>Baseball Before We Knew It</i>, how does David Block describe baseball’s origins? What surprised you the most about Block’s description? Can baseball be America’s game if it originated outside the United States? Please make sure you use specific information from <i>Baseball Before We Knew It</i> and the Unit I materials to support your answer.</p> <p>Note: I understand that a lot of material has been covered over the course of four weeks. Consequently, I do not expect you to cram every fact or piece of information in 300-400 words. Rather, I want to give you practice in selecting and synthesizing the best pieces of information to support your position.</p> <p>The discussion board post and classmate response must be posted by 11:59 p.m. (EST) on September 22, 2017.</p>
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Unit II: Middle Innings – Baseball’s Fight for Survival

Week 5	<p>September 25, 2017 to September 29, 2017</p> <p>Baseball in the American Mind</p> <p>PowerPoint:</p> <ul style="list-style-type: none"> • “Katie Casey was Baseball Mad”: Baseball in the American Mind <p>Required Readings and Film:</p> <ul style="list-style-type: none"> • Fountain, <i>The Betrayal: The 1919 World Series and the Birth of Modern Baseball</i>, 1-38. • <i>Baseball</i> by Ken Burns, Inning 2. <p>Additional Required Readings (on Blackboard):</p> <ul style="list-style-type: none"> • Earnest Lawrence Thayer, “Casey at the Bat” (1888). • Grantland Rice, “Casey’s Revenge” (1907).
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	<p>Baseball's Renewed Labor Unrest</p> <p>PowerPoint:</p> <ul style="list-style-type: none"> • Baseball's Renewed Labor Unrest <p>Required Readings:</p> <ul style="list-style-type: none"> • Fountain, <i>The Betrayal: The 1919 World Series and the Birth of Modern Baseball</i>, 39-56. <p>Additional Required Readings (on Blackboard):</p> <ul style="list-style-type: none"> • "Is the Base-Ball Player a Chattel?" <i>Lippincott's Magazine</i>, August 1887. • "The Baseball Players Fraternity and What It Stands For," <i>Baseball Magazine</i>, November 1912. • "The Reserve Rule is the Corner-Stone of Organized Ball," <i>Sporting Life</i>, February 24, 1912.
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Handout	The study guide for Quiz #3 will be distributed by email and will be posted on Blackboard as well.
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Week 6	October 2, 2017 to October 6, 2017
	<p>Baseball and World War I</p> <p>PowerPoint:</p> <ul style="list-style-type: none"> • "Work or Fight": Baseball in World War I <p>Required Reading:</p> <ul style="list-style-type: none"> • Fountain, <i>The Betrayal: The 1919 World Series and the Birth of Modern Baseball</i>, 57-89.
	<p>The Black Sox Scandal</p> <p>PowerPoint:</p> <ul style="list-style-type: none"> • "Say it ain't so": The Black Sox Scandal Rocks America <p>Required Reading:</p> <ul style="list-style-type: none"> • Fountain, <i>The Betrayal: The 1919 World Series and the Birth of Modern Baseball</i>, 90-120. <p>Additional Required Reading (on Blackboard):</p> <ul style="list-style-type: none"> • Poem: "Base ball is the cleanest one," <i>Philadelphia Bulletin</i>, October 2, 1919.

Quiz	Quiz #3 will be made available on Blackboard.
Deadline	"Oral History" and Research Project Annotated Bibliography must be emailed to me by 11:59 p.m. (EST) on October 6, 2017.
Week 7	<p>October 9, 2017 to October 13, 2017</p> <p>The Scandal's Aftermath</p> <p>PowerPoint:</p> <ul style="list-style-type: none"> • From Dead-Ball to Live-Ball Eras <p>Required Readings and Films:</p> <ul style="list-style-type: none"> • Fountain, <i>The Betrayal: The 1919 World Series and the Birth of Modern Baseball</i>, 121-193. • <i>Baseball</i> by Ken Burns, Inning 4.
	<p>Baseball in the Roaring 1920s</p> <p>PowerPoint:</p> <ul style="list-style-type: none"> • America's Diamond Mind: Baseball in the Age of Ruth <p>Required Readings and Films:</p> <ul style="list-style-type: none"> • Fountain, <i>The Betrayal: The 1919 World Series and the Birth of Modern Baseball</i>, 194-243. • <i>Baseball</i> by Ken Burns, Inning 4. <p>Additional Required Readings (on Blackboard):</p> <p>"Admiring Mob in Riot Over Babe Ruth," <i>The Washington Post</i>, April 8, 1929.</p>
Discussion Board Post	<p>Charles Fountain described the Black Sox scandal as "a puzzle with a thousand pieces. Any five hundred pieces come together nicely and make a clear picture...Try to force them all in and you're breaking off the edges, or layering the pictures on top of one another to the point where all sense of order and clarity is blurred" (3). Still, the Black Sox scandal had a clear, far-reaching significance on baseball. Having read <i>The Betrayal</i>, what did the Black Sox scandal reveal about Major League Baseball in 1919-1920? Why is the scandal such important in the development of baseball as we know it today?</p> <p>The discussion board post and classmate response must be posted by 11:59 p.m. (EST) on October 13, 2017.</p>

Week 8	October 16, 2017 to October 20, 2017
	Baseball and the Great Depression PowerPoint: <ul style="list-style-type: none"> • Breaking the Slump: Baseball in the Depression-Era Required Films <ul style="list-style-type: none"> • <i>Baseball</i> by Ken Burns, Inning 5. • <i>The Natural</i>. Additional Required Readings (on Blackboard): <ul style="list-style-type: none"> • "All-Star Game Just What Doctor Ordered for Baseball," <i>Chicago Daily Tribune</i>, June 20, 1933. • "Night Baseball Makes Major League Debut," <i>Chicago Daily Tribune</i>, May 23, 1935.

Argument Essay One	Americans have proudly made connections between baseball and the nation's democratic heritage. Based only on the material we have covered from Week 1 to Week 8 (nothing else, and no outside sources), do you believe baseball represents a democratic game?
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Deadline	Argument Essay One must be emailed to me by 11:59 p.m. (EST) on October 20, 2017 .
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Unit III: Late Innings – World War II and the Civil Rights Era

Week 9	October 23, 2017 to October 27, 2017
	The Negro Leagues PowerPoint: <ul style="list-style-type: none"> • "Only the Ball was White": The Negro Leagues Required Reading: <ul style="list-style-type: none"> • Eig, <i>Opening Day: The Story of Jackie Robinson's First Season</i>, 1-47.

	World War II and the Coming Civil Rights Movement PowerPoint: <ul style="list-style-type: none"> • The Double V: World War II and the Coming Civil Rights Movement Required Reading: <ul style="list-style-type: none"> • Eig, <i>Opening Day: The Story of Jackie Robinson's First Season</i>, 48-98.
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Handout	The study guide for Quiz #4 will be distributed by email and will be posted on Blackboard as well.
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Week 10	October 30, 2017 to November 3, 2017
	The All-American Girls Professional Baseball League PowerPoint: <ul style="list-style-type: none"> • Belles of the Ballpark: The All-American Girls Professional Baseball League Required Readings and Films <ul style="list-style-type: none"> • Eig, <i>Opening Day: The Story of Jackie Robinson's First Season</i>, 99-147. • <i>A League of Their Own</i>.
	Breaking Baseball's Color Line PowerPoint: <ul style="list-style-type: none"> • Baseball's Great Experiment: Jackie Robinson and the Civil Rights Movement Required Readings and Films: <ul style="list-style-type: none"> • Eig, <i>Opening Day: The Story of Jackie Robinson's First Season</i>, 148-193. • "1944 Court-Martial" from <i>Jackie Robinson</i>. • "Social Justice" from <i>Jackie Robinson</i>. • <i>Baseball</i> by Ken Burns, Inning 6.

Quiz	Quiz #4 will be made available on Blackboard.
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Week 11	November 6, 2017 to November 10, 2017
	<p>The Latin American Game</p> <p>PowerPoint:</p> <ul style="list-style-type: none"> • Playing America's Game: Latin Americans and the Color Line <p>Required Readings:</p> <ul style="list-style-type: none"> • Eig, <i>Opening Day: The Story of Jackie Robinson's First Season</i>, 194-245.
	<p>The Civil Rights Movement of the Mid-1960s to Early-1970s</p> <p>PowerPoint:</p> <ul style="list-style-type: none"> • "Happy Series, You-all": Frank Robinson and the Limits of Baseball as a Social Force <p>Required Readings and Films:</p> <ul style="list-style-type: none"> • Eig, <i>Opening Day: The Story of Jackie Robinson's First Season</i>, 246-276. • "Jackie Robinson and Malcolm X," from <i>Jackie Robinson</i>. • <i>No No: A Dockumentary</i> <p>Additional Required Readings (on Blackboard):</p> <ul style="list-style-type: none"> • "Sports as Social Force," <i>Baltimore Evening Sun</i>, October 10, 1966. • "Happy Series, You-all," <i>Afro-American</i>, October 15, 1966. • "Why Jackie Robinson's Legacy Matters Today," <i>Time</i>, April 15, 2016. • "Adam Jones on MLB's lack of Kaepernick protest: 'Baseball is a white man's sport'," <i>USA Today</i>, September 12, 2016. • David Waldstein, "Red Sox Fans Give Adam Jones a Standing Ovation at Fenway," <i>New York Times</i>, May 2, 2017.
Discussion Board Post	<p>Jonathan Eig recounted an exchange between Jackie Robinson and <i>Los Angeles Times</i> reporter Ron Rapoport in the summer of 1972, a few months before Robinson's death. During the exchange, Rapoport asked Robinson, "Have you ever thought about your place in history" (273-4)? In reading <i>Opening Day</i>, and considering the material on Frank Robinson, Dock Ellis, and Adam Jones, what is Jackie Robinson's legacy on both baseball and American society?</p> <p>The discussion board post and classmate response must be posted by 11:59 p.m. (EST) on November 10, 2017.</p>

Unit IV: Final Innings – Baseball’s Changing Landscape

Week 12	November 13, 2017 to November 17, 2017
	Baseball’s Changing Geography PowerPoint: <ul style="list-style-type: none"> Baseball on the Move: Baseball’s Shifting Geography Required Readings and Films: <ul style="list-style-type: none"> Gilbert, <i>Expanding the Strike Zone</i>, 1-8. <i>Baseball</i> by Ken Burns, Inning 7. Additional Required Readings (on Blackboard): <ul style="list-style-type: none"> “Robert Moses on the Battle of Brooklyn,” <i>Sports Illustrated</i>, July 22, 1957.
	Live on the Small Screen PowerPoint: <ul style="list-style-type: none"> Centerfield Shot: Baseball on Television Required Readings and Films: <ul style="list-style-type: none"> Gilbert, <i>Expanding the Strike Zone</i>, 9-40. <i>Baseball</i> by Ken Burns, Inning 8.
Handout	The study guide for Quiz #5 will be distributed by email and will be posted on Blackboard as well.
Deadline	“Oral History” and Research Project Final Paper must be emailed to me by 11:59 p.m. (EST) on November 17, 2017.
Week 13	November 20, 2017 to November 24, 2017
	Free Agency PowerPoint: <ul style="list-style-type: none"> The Players Are Empowered: The Rise of Free Agency Required Readings: <ul style="list-style-type: none"> Gilbert, <i>Expanding the Strike Zone</i>, 41-74.

Week 14	November 27, 2017 to December 1, 2017
	<p>Labor Unrest</p> <p>PowerPoint:</p> <ul style="list-style-type: none"> • An Age of Labor Unrest <p>Required Readings and Films:</p> <ul style="list-style-type: none"> • Gilbert, <i>Expanding the Strike Zone</i>, 75-106. • <i>Baseball</i> by Ken Burns, Inning 9.
	<p>The Reinvigoration of Baseball</p> <p>PowerPoint:</p> <ul style="list-style-type: none"> • The Reinvigoration of Baseball <p>Required Readings:</p> <ul style="list-style-type: none"> • Gilbert, <i>Expanding the Strike Zone</i>, 107-135. <p>Additional Required Readings (on Blackboard):</p> <ul style="list-style-type: none"> • "Immortal Cal," <i>Baltimore Sun</i>, September 7, 1995. • "One Sign Fits All: 'Thank You, Cal, For Saving Baseball'," <i>Sun-Sentinel</i>, September 7, 1995. • "McGwire Breaks Record with Sixty-Second Home Run," <i>St. Louis Post-Dispatch</i>, September 9, 1998.

Quiz	Quiz #5 will be made available on Blackboard.
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Week 15	December 4, 2017 to December 8, 2017
	<p>Performance Enhancing Drugs</p> <p>PowerPoint:</p> <ul style="list-style-type: none"> • "Juiced": Performance Enhancing Drugs and Baseball <p>Required Readings:</p> <ul style="list-style-type: none"> • Gilbert, <i>Expanding the Strike Zone</i>, 136-165. <p>Additional Required Readings (on Blackboard):</p> <ul style="list-style-type: none"> • "Former Pitcher Tom House Describes Past Steroid Use," <i>USA Today</i>, May 3, 2005. • "The Mitchell Report," Excerpt, December 13, 2007. • "The Man Who Warned Baseball About Steroids," <i>Time</i>, February 23, 2009.

	<p>Nostalgia</p> <p>PowerPoint:</p> <ul style="list-style-type: none"> • “Where have you gone, Joe DiMaggio?": Baseball as a Source of Nostalgia <p>Required Readings and Films:</p> <ul style="list-style-type: none"> • Gilbert, <i>Expanding the Strike Zone</i>, 166-174. • <i>Field of Dreams</i>. <p>Additional Required Readings (on Blackboard):</p> <ul style="list-style-type: none"> • “An Open Letter to Jackie Robinson,” <i>New York Amsterdam News</i>, September 13, 1947. • “Hub Fan Bids Kid Adieu,” <i>The New Yorker</i>, October 22, 1960 (Ted Williams). • “The Silent Superstar,” <i>The New York Times</i>, March 9, 1999 (Joe DiMaggio). • Video: Roy Firestone on Brooks Robinson. • “Losing A Hero,” <i>ESPN</i>, December 31, 1972 (Roberto Clemente). • “Brooks Laich on meeting his namesake, Orioles legend Brooks Robinson,” <i>The Washington Post</i>, April 15, 2013.
Discussion Board Post	<p>For this discussion board post, we are looking at baseball heroes, specifically players like Jackie Robinson, Ted Williams, Joe DiMaggio, Brooks Robinson, and Roberto Clemente. Why do Americans valorize these athletes? Did these heroes appeal to all Americans, or to specific groups?</p> <p>The discussion board post and classmate response must be posted by 11:59 p.m. (EST) on December 8, 2017.</p>
Argument Essay Two	<p>Baseball is often viewed as a positive reflection of American society and values. Given the scandals and the tremendous social, economic, and geographic (i.e. relocation and increased globalization) changes baseball experienced, do you believe the game still represents the best of American society and values? Why or why not?</p> <p>Your response should be based only on the material from Week 9 to Week 15 (nothing else, and no outside sources),</p>
Deadline	<p>Argument Essay Two must be emailed to me by 11:59 p.m. (EST) on December 15, 2017.</p>