

HISTORY OF SPORTS IN THE UNITED STATES

HIST 341-DL2

Fall 2020

3 credit hours

Instructor: Professor Chris Elzey

Location: Online (Blackboard)

When: The course is asynchronous; material for the upcoming week will be made available every Thursday at 8 am EDT/EST (except for the first week)

Email: celzey@gmu.edu (please use your MasonLive account when emailing)

Office Hours (via email): M/W 12:00-1:00 pm

Student Mentor: Patricia (Trish) Mikell

Email: pmikell@masonlive.gmu.edu

Office Hours (via email): T/TH 10:00-11:00 am EDT/EST

Prerequisites for the course

None

The Course

History 341 explores the history of sport in the United States from colonial times to the turn of the twenty-first century. Students will consider the ways in which sports reflected—and oftentimes shaped—attitudes toward race, ethnicity, gender, class, amateurism, the professionalization of sport, international politics, and governmental policies, among other topics. In addition, the course traces the development of sports. Specifically, it explores how and why spontaneous games played by Americans in the eighteenth and nineteenth century evolved into highly formalized and popular activities—activities that are an integral part of the social and cultural landscape, while comprising a multi-billion dollar industry today.

Learning Objectives

Understanding the history of sports in America is one of the most important goals of History 341. After completing the course, students will be able to explain:

- The role of sport in American history
- How and why sports evolved from impromptu events with few rules and customs into major social and cultural activities
- The professionalization of American sports
- The history of intercollegiate sports
- The ways in which race, gender, class, ethnicity, the media, and international politics both reinforced and revealed attitudes about sport
- How and why American sport segregated, and then desegregated
- The history of American athletic clubs
- How sports was used as a tool of political protest
- The international role of sport

- The ways in which sports helped shaped and reflected broader themes and trends in American history

Demonstrating effective and clear expression in both writing and online presentations is another important aim of the course.

Required Books

- Brown, Daniel James. *The Boys in the Boat: Nine Americans and Their Epic Quest for Gold at the 1936 Berlin Olympics*. New York: Viking, 2013.
- Jenkins, Sally. *The Real All Americans: The Team That Changed a Game, a People, a Nation*. New York: Broadway, 2007.
- Longman, Jere. *The Girls of Summer: The U.S. Women's Soccer Team and How It Changed the World*. New York: itbooks, HarperCollins, 2000, 2001.
- Remnick, David. *King of the World: Muhammad Ali and the Rise of an American Hero*. New York: Vintage, 1998.
- Wiggins, David K. *More Than a Game: A History of the African American Experience in Sport*. Lanham, MD, 2018.

You are also responsible for reading several articles. All of these are available on Blackboard under the e-Reserve tab. The readings are to be completed by the deadline in the course schedule (at the end of the syllabus). You may be quizzed or tested on each article. You might also be expected to include information on the articles in your discussion board posts.

- Abrams, Douglas E. "The Little League Champions Benched by Jim Crow in 1955: Resistance and Reform after Brown v. Board of Education." *Journal of Supreme Court History* (2013): 51-62.
- Breen, Timothy H. "Horses and Gentlemen: The Cultural Significance of Gambling among the Gentry of Virginia." *William and Mary Quarterly* (April 1977): 237-259.
- Gorn, Elliott J. "'Gouge and Bite, Pull Hair and Scratch': The Social Significance of Fighting in the Southern Backcountry." *The American Historical Review* (February 1985): 18-43.
- Morais, Dominic G. "Eugen Sandow's 'Modern' Marketing Strategies, 1887-1925." *Journal of Sport History* (Summer 2013): 193-214.
- Park, Roberta J. "Contesting the Norm: Women and Professional Sports in Late Nineteenth-Century America." *International Journal of the History of Sport* (April 2012): 730-749.
- Patterson, Alan Owen. "The Eastern European Jewish Immigrant Experience with Baseball in the Late Nineteenth and Early Twentieth Century." *Modern Judaism: A Journal of Jewish Ideas and Experiences* (February 2008): 79-104.
- Rader, Benjamin. "The Quest for Self-Sufficiency and the New Strenuousness: Reflections on the Strenuous Life of the 1970s and 1980s." *Journal of Sport History* 18 (1991): 255-67.

- Roberts, Randy and James S. Olson. "Sports and Self in Modern America." Chap. in *Winning Is the Only Thing: Sports in America Since 1945*, 213-234. Baltimore: Johns Hopkins Press, 1989.
- Soares, John. "Cold War, Hot Ice: International Ice Hockey, 1947-1980." *Journal of Sport History* (Summer 2007): 207-230.
- Wiggins, David K. and Chris Elzey. "Creating Order in Black College Sport: The Lasting Legacy of the Colored Intercollegiate Athletic Association." Chap. in *Separate Games: African American Sport Behind the Walls of Segregation*, eds. Ryan Swanson and David K. Wiggins, 145-164. Fayetteville, AR: University of Arkansas Press. 2016.

Course Structure

HIST 341-DL2 is an asynchronous course. No part of it will be taught in "real time." All course material is located in the "weekly learning module" on the Blackboard page for the course. Click on the "Course Content" header on the course's homepage to access the weekly module folders. Every Thursday at 8:00 am EDT/EST, you will be able to access the material for the upcoming week.

To help you manage the course workload, I've assigned the due dates for readings, assignments, quizzes, exams, Blackboard discussion board posts, and papers. Some are due Monday by 11:59 pm EDT/EST; others are due Wednesday by 11:59 pm EDT/EST. (Because of Labor Day and Fall Break—both of which fall on Monday—there are two exceptions to this schedule: Tuesday, September 8, and Tuesday, October 13. Please make note of this adjustment.)

All work is to be submitted through Blackboard. Instructions on how to do this is located in the "Start Here: Welcome" header on the course's Blackboard page. A deduction of 5 points will result for all work submitted a day late—and an additional 5 points will be added for each subsequent day the work is not submitted. Realizing that computer problems and internet outages do happen, please make sure you give yourself enough time to submit the work.

The course will be conducted entirely on Blackboard, so be sure you know how to access and navigate it. Blackboard support at George Mason has a useful reference guide. You can find it here: <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>. If you have questions and/or problems with accessing and navigating Blackboard, please contact Blackboard support at George Mason.

The content of the course includes a variety of material, including readings, recorded PowerPoints, films, and podcasts. Please be sure you can access all material. You are responsible for all course content (in other words, everything posted in the weekly learning modules for the class).

Many of you may be new to distance learning at the college level. I would suggest that you review Mason Online's guide, "Strategies for Online Learning Success." You can access it here:

<https://masononline.gmu.edu/success/>.

Student Mentor

Patricia (Trish) Mikell, a History major who is minoring in Sport and American Culture (SAMC), is the student mentor for the course. Trish has taken the class before, and she has graciously offered to share her knowledge of sport history with you.

I strongly encourage peer-to-peer learning. To that end, Trish will hold office hours via email on Tuesday and Thursday, from 10:00-11:00 am. If you have a question about the content or process of the course, feel free to reach out to her.

Exams

There are two exams. Each covers all material presented in the class. The exams will consist of short answer and essay questions. Several weeks before the exam, I will post a list of short answer and essay questions on Blackboard. From that list, I will pick a handful of short answer essay questions that you will respond to. I will make each exam available at 12:00 pm EDT/EST on the day you are to submit it (for exam #1, the date is October 13; for exam #2, it is December 9). Each exam will count for 20 percent of your grade.

Discussion Board Discussions

You are also responsible for contributing to the discussions we will have each week on the Blackboard discussion board forums (which are located under the "Discussion Board" tab). I'd like you to respond to the question posted in the forum (and thread) first—and then respond to at least two of your classmates' posts. Your initial post should be about 150 words; your "reply" posts to your peers should be roughly 75 words (or more) apiece.

I expect you to spend time thinking about the question. In addition, please follow the guidelines of good and grammatically correct writing—no jargon, slang, bullet points, emojis, and acronyms and language associated with texting. Part of your grade for each post will be determined by how well you argue your point and follow the rules of writing. The posts will consist of 10 percent of your grade.

Quizzes

Quizzes are also part of the course, and they may take different forms: true/false, multiple choice, or short answer. Also, I will count attendance through your participation on the discussion board discussions as a quiz. At the end of the semester, I will drop your lowest quiz score and calculate the average, which is worth 10 percent of your grade.

Short Papers

You are also expected to write two short “optional” papers. The paper should be approximately 3 pages in length—about 750 words). The papers are meant to provide you with an opportunity to analyze an important theme/event/development that is examined in one of the five required books for the class. You are to write two papers on any of the five books (hence, the term “optional”).

Important: Do not merely summarize the book. I would like you to think about the book and articles and write about how they relate to American history and culture, as well as to other material presented in the class. You will be graded on content, persuasiveness, grammar, and organization. Papers must be submitted through the submission drop box on Blackboard (instructions on how to do this can be found under the “Start Here: Welcome” tab on Blackboard). No papers will be accepted by email.

The scores of the papers will be averaged and count for 10 percent of your grade. Please check the course schedule for the due dates of each of the papers.

Group Presentation and Longer Paper

The last two requirements are a longer paper that is part of a group presentation. Here’s how these two requirements work: I will divide the class into different groups and then assign each group a topic that we will not be able to examine (fully) in class. Your group is to create a presentation to be uploaded to the Blackboard page for the course. You may use video, voice-over recording, PowerPoint, pictures, photographs and/or podcasts. I will provide more instructions in a separate document.

Important: You are to send me the completed presentation by email no later than two days before the presentation is due. I will subtract five points from your overall presentation grade for each day the presentation is late. You will be graded on the way in which you presented the material, the content of the presentation, and the quality of the presentation itself. I’d also like you to include as a group four or five questions at the end presentation. I will add a question or two to that week’s discussion board forum.

The group project requires you to work remotely with a handful of your fellow classmates. I understand that such a method is probably not ideal, but I’m sure it can work—and be a fulfilling project. Working on a group project like this requires that each group member contributes to the presentation and communicates frequently with others in the group. The presentation is worth 10 percent of your grade.

The final requirement is a longer paper on the topic assigned for the group presentation. I would like you to research the topic, identify a significant theme and/or idea associated with the topic, relate the theme and/or idea back to material discussed in class, and write a paper of approximately 10

pages (about 2,500) that analyzes the topic vis-à-vis the course itself. The paper is not meant to be an in-depth research paper in which you research a long list of primary and secondary sources. That said, I'd still like you to consult several different types of sources (newspapers, journal articles, books, serials, and so forth) and write a well-organized paper in which you show that you read, thought about, and analyzed the sources of your paper in relation to the topic itself.

Even though your group will be assigned the same topic, you are expected to write your own paper. The paper is due December 2 and you are to submit it through the Blackboard assignment submission dropbox located under Week #15. I will provide more instructions on the longer paper in a separate document. The longer paper will count for the final 20 percent of your grade.

Grade Breakdown

Exams (2 exams, each worth 20%)	40%
Longer paper	20%
Quizzes and assignments	10%
Blackboard discussion board posts	10%
Group presentation	10%
Two shorter papers (each worth 5%)	10%

Grading Scale

A	93-100	B+	88-89.9	C+	78-79.9	D	60-69.9
A-	90-92.9	B	83-87.9	C	73-77.9	F	0-59.9
		B-	80-82.9	C-	70-72.9		

Missed Exams, Quizzes and Assignments

Make-up exams will only be given if you have official documentation (a doctor's note, for instance) excusing you from class. There will be no make-up quizzes. Late papers and assignments will be docked 5 points for each day they are not turned in (that includes Saturdays and Sundays). So, please do your work in a timely manner. Budget your time. And plan accordingly.

Accessing Course Material

To make your learning experience as rewarding as possible, it is imperative that you have a computer in good working condition with sufficient data storage—2 gigabytes (or more) of random-access memory. It is also imperative that your internet connection is speedy and has enough bandwidth to access all of the course content and complete every assignment.

Just in case something does happen, I would encourage you to have a backup plan. Disruption in internet connectivity or a faulty computer is not a valid reason for tardy submission of work.

The operating system on your computer should be suitable for the Blackboard platform used by the university. If you have questions regarding this matter, email Information Technology Services (ITS) at support@gmu.edu or call 703-993-8870.

To view the Blackboard page for the course, go to <https://mymasonportal.gmu.edu> and log-in. The "Courses" tab will then appear. After clicking on the tab, HIST 341 will appear in a list with your other courses. Then simply click on the HIST 341 tab.

Policies of the University

As in face-to-face classes, the policies of the university apply to distance education. Please familiarize yourself with the policies and do the utmost to adhere to them. They can be found at: <https://universitypolicy.gmu.edu/>.

Use of the Internet

The Internet is a wonderful thing. After all, without it, we would not be able to meet "virtually" and explore the history of western civilization. There are, though, some best practices I'd like you to use when it comes to the internet. First, unless specifically instructed by me, there really is no reason for you to consult and include extraneous material from the internet. I cannot expect you to know what is not presented in the course. If you do decide to include material from the internet for any of your assignments, be sure the site is reliable and contains historically accurate and verifiable information.

Second, just as with other "hard copy" sources you might consult for your other classes, internet sources must be properly attributed, quoted, and cited. Under no circumstances is "cutting and pasting" information from a website and claiming it as your own to be done without the necessary acknowledgement and citation of the source. The Writing Center at GMU has a useful webpage that addresses most any question you might have about quoting, citing and other matters on writing. The center also offers assistance that is geared toward English for Speakers of Another Language (ESOL). To see the full list of services, access the center's webpage at: <https://writingcenter.gmu.edu/writing-resources>.

Third, in everything you do in the course, I expect you to be respectful of other viewpoints and positions. A large component of the course revolves around the weekly discussions we will have on the Blackboard discussion board forums (more on this below). In these discussions, I expect you to treat your peers as you would like to be treated. Derogatory, abusive, and/or rude comments will not be tolerated. Posting such comments may result in a zero for the assignment.

Fourth, what may seem funny or witty to you may not be the case for others, especially when expressed on a platform such as the discussion board forums we will be using. To that end, I would strongly encourage that

you review your comments before you post them. My aim with the discussion boards is to have a robust, honest, and thoughtful exchange of arguments and perspectives on the history of western civilization. As suggested by Mason Online, you may want to consult the following source (by Virginia Shea): <http://www.albion.com/netiquette/corerules.html>.

Finally, GMU has a policy on the "Responsible Use of Computing," which applies to everything you do in the course. To access the policy, see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>.

Communicating with Instructor

Email is the best way to contact me. I ask that you include "HIST 341" in the subject line in all messages. Also, please use your MasonLive account. If you email from a different account, I will ask you to resend the message through your MasonLive account.

Before emailing, please review the syllabus. It could be that the answer to your question is contained there. Also, your classmates are a good source of information. They may know the answer to your question. You might want to consider asking your peers before emailing.

I will do my best to respond to your email as quickly as possible. However, I might not be able to do it immediately. You can expect a reply within a day. I'd like you to abide by that expectation too. If I email you, please respond within twenty-four hours.

Given the nature of the course, I expect you to consult your MasonLive account on a regular basis (preferably twice a day).

Academic Integrity

Students who violate the Honor Code will be dealt with severely and may receive a sanction that results in a grade of F (or worse) for a paper, quiz, assignment, or exam. Your adherence to the Honor Code is applicable to all the work you do in the course. It is your responsibility to understand fully what is expected of you. If you have questions about the Honor Code, information can be found on the website for the Office of Academic Integrity: <https://oai.gmu.edu/>.

Students with Disabilities

Accommodations for students with disabilities are available. However, it is necessary that you contact the Office of Disability Services (ODS) first. For more information, see the webpage of the Office of Disability Services at: <https://ds.gmu.edu/>. You can also call 993-2474 or visit the ODS office in SUB I, rm. 4205.

Diversity

The course adheres to GMU's Diversity Statement: "George Mason University promotes a living and learning environment for outstanding

growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth." For more, see <https://stearnscenter.gmu.edu/purpose-and-mission/mason-diversity-statement/>.

Student Privacy

Maintaining student privacy through their educational records is a matter taken seriously in the course. And it's the law. The Family Educational Rights and Privacy Act (FERPA) mandates the safeguarding of educational records, among other things. To learn more about FERPA, see <https://registrar.gmu.edu/ferpa/>.

Services and Programs for Online Learners

George Mason has a wide array of programs and services for students enrolled in online courses. One is the Counseling and Psychological Services (CAPS). The website for CAPS is: <https://caps.gmu.edu/>. Of particular note is the "Resources for Distance Learning" created by CAPS. The webpage is located here: <https://caps.gmu.edu/resources-for-distance-learning/>.

The GMU library offers an assortment of valuable tools for students taking online classes. See <http://library.gmu.edu/for/online> for more information.

The Student Support and Advocacy Center (SSAC) is another important resource for students. You can learn more about SSAC here: <https://ssac.gmu.edu/>.

Important Drop/Withdrawal Dates

- September 8 is the last day you can withdraw from the course without a financial charge
- October 28 is the final day of the selective withdrawal process

Course Schedule

Week 1

Overview:

- Introduction
- The Meaning of Sports (In "Normal" Times and in the Age of COVID-19)
- Sports in Colonial America
- Transformation of Games/Leisure Activities into Sports during the Nineteenth Century

Course Material:

- "Introduction Recording"
- BBC Podcast on Sports
- "Sports in Colonial America" (brief recording/PPT)
- "Games into Sports: Society and Culture, 1800-1860"
- Jenkins, *The Real All Americans*
- Breen, "Horses and Gentlemen: The Cultural Significance of Gambling among the Gentry of Virginia"
- Gorn, "'Gouge and Bite, Pull Hair and Scratch': The Social Significance of Fighting in the Southern Backcountry"

Deadlines:

- By August 24 (11:59 pm EDT):
 - Listen to "Introduction Recording"
 - Listen to BBC podcast on sports
 - Start reading Jenkins, *Real All-Americans*
 - Read Breen, "Horses and Gentlemen: The Cultural Significance of Gambling among the Gentry of Virginia"
 - Review "Sports in Colonial America" (brief recording/PPT)
- By August 26 (11:59 pm EDT):
 - Review "Games into Sports: Society and Culture, 1800-1860" (brief recording/PPT)
 - Read Gorn, "'Gouge and Bite, Pull Hair and Scratch': The Social Significance of Fighting in the Southern Backcountry"
 - Submit Blackboard discussion board post on BBC podcast on sports
 - Continue reading Jenkins, *Real All Americans*

Week 2

Overview:

- Athletic Clubs
- Amateurism in Sport

Course Material:

- "Athletic Clubs and Amateurism" (brief recording/PPT)

- Morais, "Eugen Sandow's 'Modern' Marketing Strategies, 1887-1925"
- Jenkins, *Real Americans*

Deadlines:

- By August 31 (11:59 pm EDT)
 - Review "Athletic Clubs and Amateurism" (brief recording/PPT)
 - Continue reading Jenkins, *Real All Americans*
- By September 2 (11:59 pm EDT)
 - Read Morais, "Eugen Sandow's 'Modern' Marketing Strategies, 1887-1925"
 - Continue reading Jenkins, *Real All Americans*
 - Submit Blackboard discussion board post on amateur and professional sport in late nineteenth-century America

Week 3

Overview:

- Baseball's Beginnings
- Evolution of Baseball during the Nineteenth Century
- Importance of Baseball to American Culture and History

Course Material:

- "Baseball's Early Years" (brief recording/PPT)
- "Baseball at the Turn of the Century" (brief recording/PPT)
- Patterson, "The Eastern European Jewish Immigrant Experience with Baseball in the Late Nineteenth and Early Twentieth Century"
- Ken Burns, *Baseball*
- Jenkins, *Real Americans*

Deadlines:

- By September 8 (11:59 pm EDT) (no class on September 7)
 - Review "Baseball's Early Years" (brief recording/PPT)
 - Watch segment of Burns, *Baseball*
 - Read Patterson, "The Eastern European Jewish Immigrant Experience with Baseball in the Late Nineteenth and Early Twentieth Century"
 - Continue reading Jenkins, *Real All Americans*
- By September 9 (11:59 pm EDT)
 - Review "Baseball at the Turn of the Century" (brief recording/PPT)
 - Watch segment of Burns, *Baseball*
 - Continue reading Jenkins, *Real All Americans*
 - Submit Blackboard discussion board post on early baseball in the United States

Week 4

Overview:

- Origins of College Athletics
- College Football, 1860-1910s

Course Material:

- "Sports on College Campuses, 1880-1920" (brief recording/PPT)
- Jenkins, *Real Americans*
- Brown, *Boys in the Boat*

Deadlines:

- By September 14 (11:59 pm EDT)
 - Complete and submit quiz on Jenkins, *Real All Americans*
 - Submit "optional" paper on Jenkins, *Real All Americans*
 - Start reading Brown, *Boys in the Boat*
- By September 16 (11:59 pm EDT)
 - Review "Sports on College Campuses, 1880-1920" (brief recording/PPT)
 - Continue reading Brown, *Boys in the Boat*
 - Submit Blackboard discussion board post on Jenkins, *Real All Americans*

Week 5

Overview:

- Women's Sport History during Turn-of-the-Twentieth Century America

Course Material:

- "Women and Sports, 1880-1920" (brief recording/PPT)
- Park, "Contesting the Norm: Women and Professional Sports in Late Nineteenth-Century America"
- Brown, *Boys in the Boat*
- Wiggins, *More Than a Game*

Deadlines:

- By September 21 (11:59 pm EDT)
 - Review "Women and Sports, 1880-1920" (brief recording/PPT)
 - Continue reading Brown, *Boys in the Boat*
- By September 23 (11:59 pm EDT)
 - Read Park, "Contesting the Norm: Women and Professional Sports in Late Nineteenth-Century America"
 - Read Wiggins, *More Than a Game*, chapter 1
 - Continue reading Brown, *Boys in the Boat*
 - Submit Blackboard discussion board post on women's sport history in late nineteenth and early twentieth centuries

Week 6

Overview:

- Sports and Hero Worship, 1920s and 1930s

Course Material:

- "Sports Heroes (and Anti-Heroes) of the 1920s" (brief recording/PPT)
- "Sports Heroes in the 1930s" (brief recording/PPT)
- Film on Joe Louis and Max Schmeling
- Brown, *Boys in the Boat*
- Wiggins, *More Than a Game*

Deadlines:

- By September 28 (11:59 pm EDT)
 - Review "Sports Heroes (and Anti-Heroes) of the 1920s" (brief recording/PPT)
 - Continue reading Brown, *Boys in the Boat*
- By September 30 (11:59 pm EDT)
 - Review "Sports Heroes in the 1930s"
 - Watch film on Joe Louis and Max Schmeling
 - Read Wiggins, *More Than a Game*, chapter 2
 - Continue reading Brown, *Boys in the Boat*
 - Submit Blackboard discussion board post on sports heroes, Joe Louis, and Max Schmeling

Week 7

Overview:

- Sports during a Time of Social and Economic Anxiety
- College Athletics during the 1930s and Beyond
- 1936 Berlin Olympic Games
- History of Rowing

Course Material:

- Backstory podcast on college athletics
- Brown, *Boys in the Boat*
- Wiggins, *More Than a Game*

Deadlines:

- By October 5 (11:59 pm EDT)
 - Listen to Backstory podcast on college athletics
 - Complete and submit quiz on Brown, *Boys in the Boat*
 - Submit "optional" paper on Brown, *Boys in the Boat*
- By October 7 (11:59 pm EDT)
 - Read Wiggins, *More Than a Game*, chapter 3
 - Submit Blackboard discussion board post on sports during a time of social and economic anxiety

Week 8

Overview:

- Exam #1
- Negro Leagues

Course Material:

- Exam #1
- "A Separate National Pastime: The Negro Leagues" (brief recording/PPT)
- Film on Negro Leagues
- Remnick, *King of the World*
- Wiggins, *More Than a Game*

Deadlines:

- By October 13 (11:59 pm EDT) (no class on October 12)
 - Complete and submit exam #1
- By October 14 (11:59 pm EDT)
 - Review "A Separate National Pastime: The Negro Leagues" (brief recording/PPT)
 - Watch film on Negro Leagues
 - Start reading Remnick, *King of the World*
 - Read Wiggins, *More Than a Game*, chapter 4
 - Submit Blackboard discussion board post on the Negro Leagues

Week 9

Overview:

- Sport and Racial Segregation
- Sport and WWII

Course Material:

- "Racial Segregation in Sports" (brief recording/PPT)
- "Sports during WWII" (brief recording/PPT)
- Abrams, "The Little League Champions Benched by Jim Crow in 1955: Resistance and Reform after Brown v. Board of Education"
- Wiggins and Elzey, "Creating Order in Black College Sport: The Lasting Legacy of the Colored Intercollegiate Athletic Association"
- Remnick, *King of the World*
- Wiggins, *More Than a Game*

Deadlines:

- By October 19 (11:59 pm EDT)
 - Review "Racial Segregation in Sports" (brief recording/PPT)

- Read Wiggins and Elzey, "Creating Order in Black College Sport: The Lasting Legacy of the Colored Intercollegiate Athletic Association"
- Continue reading Remnick, *King of the World*
- By October 21 (11:59 pm EDT)
 - Review "Sports during WWII" (brief recording/PPT)
 - Read Abrams, "The Little League Champions Benched by Jim Crow in 1955: Resistance and Reform after Brown v. Board of Education"
 - Continue reading Remnick, *King of the World*
 - Read Wiggins, *More Than a Game*, chapter 5
 - Submit Blackboard discussion board post on sport and race during the interwar period

Week 10

Overview:

- Women's Sport History, Post-WWII Decades
- History of Boxing
- Muhammad Ali

Course Material:

- "A Woman's Place?: Sports and Post-WWII America" (brief recording/PPT)
- Remnick, *King of the World*

Deadlines:

- By October 26 (11:59 pm EDT)
 - Review "A Woman's Place?: Sports and Post-WWII America" (brief recording/PPT)
 - Continue reading Remnick, *King of the World*
- By October 28 (11:59 pm EDT)
 - Complete and submit quiz on Remnick, *King of the World*
 - Submit "optional" paper on Remnick, *King of the World*
 - Submit Blackboard discussion board post on women's sport history, 1940s-2000

Week 11

Overview:

- History of Boxing
- Muhammad Ali and George Foreman

Course Material:

- "The Greatest": Muhammad Ali (brief recording/PPT)
- Film on Muhammad Ali and George Foreman
- Wiggins, *More Than a Game*

Deadlines:

- By November 2 (11:59 pm EST)
 - Review "The Greatest": Muhammad Ali (brief recording/PPT)
 - Watch film on Muhammad Ali and George Foreman
 - Complete and submit quiz on film on Muhammad Ali and George Foreman
- By November 4 (11:59 pm EST)
 - Read Wiggins, *More Than a Game*, chapters 6-8
 - Send presentation #1
 - Submit Blackboard discussion board post on sport, Muhammad Ali, and society

Week 12

Overview:

- Sport and Race
- Sport and the Cold War

Course Material:

- Film on Protest Movement and 1968 Mexico City Olympics
- Soares, "Cold War, Hot Ice: International Ice Hockey, 1947-1980"
- Wiggins, *More Than a Game*
- Longman, *The Girls of Summer*

Deadlines:

- By November 9 (11:59 pm EST)
 - Watch film on protest movement and 1968 Mexico City Olympics
 - Start reading Longman, *The Girls of Summer*
 - Complete and submit quiz on Wiggins, *More Than a Game*
 - Send presentation #2
 - Submit "optional" paper on Wiggins, *More Than a Game*
- By November 11 (11:59 pm EST)
 - Review "The Bitterest of Foes: the US-USSR Cold War Rivalry" (brief recording/PPT)
 - Read Soares, "Cold War, Hot Ice: International Ice Hockey, 1947-1980"
 - Continue reading Longman, *The Girls of Summer*
 - Send presentation #3
 - Submit Blackboard discussion board post on sports and the Cold War

Week 13

Overview:

- Sports during the 1970s

Course Material:

- "Sports in the Era of (Perceived) Limitations" (brief recording/PPT)
- Film on "Miracle on Ice"
- NPR Story on 1980 Boycott
- Rader, "The Quest for Self-Sufficiency and the New Strenuosity: Reflections on the Strenuous Life of the 1970s and 1980s"
- Longman, *The Girls of Summer*

Deadlines:

- By November 16 (11:59 pm EST)
 - Review "Sports in the Era of (Perceived) Limitations" (brief recording/PPT)
 - Watch film on "Miracle on Ice"
 - Complete and submit quiz on film on "Miracle on Ice"
 - Continue reading Longman, *The Girls of Summer*
 - Send presentation #4
- By November 18 (11:59 pm EST)
 - Read Rader, "The Quest for Self-Sufficiency and the New Strenuosity: Reflections on the Strenuous Life of the 1970s and 1980s"
 - Listen to NPR story on 1980 boycott
 - Continue reading Longman, *The Girls of Summer*
 - Send presentation #5
 - Submit Blackboard discussion board post on sports during the 1970s

Week 14

Overview:

- Women's Sport History
- International Sport
- History of Soccer
- Sport and the Fight against Discrimination

Course Material:

- Backstory podcast on sport and discrimination
- Longman, *The Girls of Summer*
- Roberts and Olson, "Sports and Self in Modern America"

Deadlines:

- By November 23 (11:59 pm EST)
 - Complete and submit quiz on Longman, *The Girls of Summer*
 - Submit "optional" paper on Longman, *The Girls of Summer*
 - Read Roberts and Olson, "Sports and Self in Modern America"

- Listen to Backstory podcast on sport and discrimination
- Send presentation #6
- Submit Blackboard discussion board post on Backstory podcast on sport and discrimination

Week 15

Overview:

- Sport and International Politics during Late 1900s and Early 2000s
- Sports and Late-Twentieth and early-Twenty-First Century America

Course Material:

- Film on Soviet Hockey
- Film on Sport and 9/11

Deadlines:

- By November 30 (11:59 pm EST)
 - Watch film on Soviet hockey
 - Complete and submit quiz on Soviet hockey
 - Send presentation #7
- By December 2 (11:59 pm EST)
 - Listen to Backstory podcast on college athletics
 - Watch film on sport and 9/11
 - Submit research paper on presentation topic
 - Send presentation #8
 - Submit Blackboard discussion board post on question to be debated (more on that later)

Week 16 (Finals Week)

Overview:

- Exam #2

Deadlines:

- By December 9 (11:59 pm EST)
 - Complete and submit exam #2