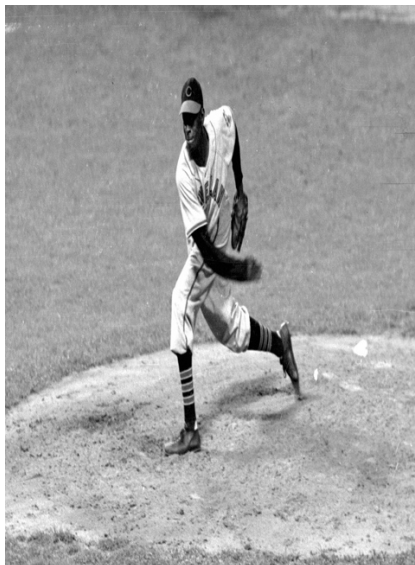
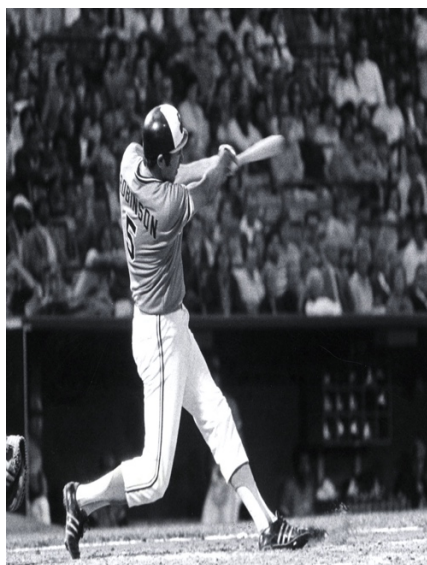


George Mason University
Department of History and Art History

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



Instructor: Richard Hardesty
Location: Online
Method: Asynchronous
Phone: 443-336-0755
Email: rhargest@gmu.edu
Skype: hardestyrl
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 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 the class is January 31, 2022. The deadline to drop the class **with a 100% refund** is February 7, 2022. The deadline to drop the class **with a 50% refund** is February 8, 2022 to February 14, 2022. The unrestricted withdrawal period **with 100% tuition penalty** is February 15, 2022 to March 1, 2022.

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>.

Office Hours and Contacting Me:

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 just chat with me, **either by email, by phone, or through FaceTime or Skype**. I genuinely enjoy meeting students and learning from and about them.

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 AACC 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 changes to**

the syllabus and additional course information may occur during the semester, so it is important for you to regularly to 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 Books:

- 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).
- Bill White, *Uppity: My Untold Story of the Games People Play*. (New York: Grand Central Publishing, 2012).
- Jonathan Mahler, *Ladies and Gentlemen: The Bronx is Burning: 1977, Baseball, Politics, and the Battle for the Soul of a City* (New York: Picador, 2006).
- **Required supplemental readings** available on the course Blackboard page.

Required Films:

- *Baseball* by Ken Burns
- *A League of Their Own*
- *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.

Course Requirements:

Argument Essays: There will be two (2) argument essays during the semester. For each argument essay, you will be allowed to **only** use your class presentations and your required readings. **You will not be allowed to use any outside sources.** Each argument essay will contain several thesis statements. You will select one (1) thesis statement and prove it in a five-to-seven paragraph paper.

The argument essays serve several important purposes. First, the argument essays offer an opportunity for you to demonstrate your knowledge of the material we cover during a

particular period. Equally important, the argument essays offer an opportunity for you to develop and hone your analytical and writing skills. These are two of the more important skills you will develop during your academic careers. Skills that you can use to succeed in your other classes as well as in your professional careers. As a result, the argument essays are not asking you to merely restate facts. Rather, the argument essays are asking you to analyze the information we covered so you can present your interpretation in a well-written paper.

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 the argument essays, you will be required to write several brief discussion board posts during the fall term, **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; and 3) they are designed to facilitate an interactive, online community.

Once you have submitted your discussion board post, you must also respond to **at least one of your classmates**. Strong responses can respectfully: 1) offer a constructive question with a rationale for the question; 2) provide a suggestion to improve your classmate's post; or 3) support or oppose an opinion that is backed by course material.

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.

Quizzes: To 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 exams. All quizzes will be announced, with dates outlined in the **"Course Schedule"** section. Approximately a week before each quiz, I will

hand out a study guide to help you focus on the important people, events, and themes we covered. **All quizzes will be made available on Blackboard.**

Kaltura Video Assignment: For this assignment, you will create a 6-to-8-minute video using Kaltura, focusing on a prompt that can be found in the Course Schedule section. This assignment is designed to help hone your skills on synthesizing a volume of information on a given subject and communicating a balanced point of view. You can be creative with this video. For example, you can present yourself as a news anchor providing commentary at the end of a news segment, or you can be interviewed by a reporter who is doing a story on the subject. Your video can simply be a conversation where your friends come to you to learn more about the subject at hand.

The Year in Baseball Research Paper: You will select only one (1) year from 1901 to 2012 and conduct primary source research about baseball during that year. The George Mason libraries provide students with free online access to valuable primary source materials, specifically the ProQuest Historical Newspaper archive. *Sports Illustrated* also has an archive of every issue dating back to August 1954 and can be online. Other sources that can help you with this project include *Sport*, *Time*, and *The Sporting News* (known by some as “The Bible of Baseball”).

From your research, you will then be asked to write a **four-to-five (4-5) page, double-spaced, footnoted paper** that connects baseball to an aspect of American life and/or culture. Given the wide array of events that take place in a year, and given the page limitations of this assignment, you will be asked to narrow the scope of your paper. For example, if you select 1968, you could explore baseball’s reaction to the urban riots that took place across the United States that year. Or you could examine baseball’s response to the escalating war in Vietnam. If you select 1933, for instance, you could explore baseball’s reluctant embrace with technology, or the game’s response to the Great Depression.

This is not an assignment to put off until the last minute. Consequently, this assignment has been broken down into several parts: 1) The Year in Baseball Brainstorming Worksheet (**February 13, 2022**); 2) annotated bibliography (**March 13, 2022**); and 3) final paper (**May 1, 2022**). The George Mason libraries have provided documents to assist you in your research. I have also prepared **The Year in Baseball Research Paper Assignment Guide** to assist you in brainstorming for your project, developing a research question, preparing your annotated bibliographies, and drafting 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, The Year in Baseball Research Paper assignments) are late. **The only exception will be if you provide documentation of an illness or family emergency.**

Grade Breakdown:

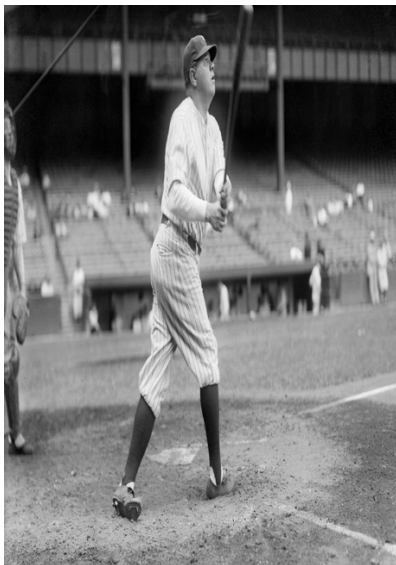
Assignment	Percentage
The Year in Baseball Brainstorming Worksheet	5%
The Year in Baseball Annotated Bibliography	5%
The Year in Baseball Final Paper	20%
Kaltura Video Project	10%
Discussion Board Posts	10%
Quizzes	10%
Argument Essay One	20%
Argument Essay Two	20%

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	

A Note on Grades and Class Policies: Sometimes, things do not work out as we plan. Questions about how things were graded come up. There is a disagreement about a policy or about a final grade. Please know that there is a process by which these issues can be addressed.

- ***Do you have a grading question?*** If you have questions about how an assignment was graded, please send me an email, or make an appointment via FaceTime, Skype, or Zoom to talk about the issue. I want to be sure you understand how points were assigned **and** that I correct any grading errors before final grades are submitted.
- ***Do you have a question about your final grade?*** If you review your final grade and do not believe it is accurate, please send me a message through Canvas. I will send you a list of all grades entered into your final grade that you can review against what you see on Blackboard. If there are discrepancies, we will work together to settle them. I do not intend, nor do I benefit from, “stealing” or “hoarding” points. I want to be sure you are awarded all the points you have earned.
- ***Do you have a question about a course policy?*** If you have questions about policies, please come and talk to me about them. I guarantee there is a reason behind every policy, but I am open to talking about policies and any changes that may be needed.



Course Schedule:

Unit I: “It’s our game”: The Origins, Myths, and Development of Baseball

Week 1	January 24, 2022 to January 30, 2022
	The Origins of Baseball and its Growth in the United States Presentations: <ul style="list-style-type: none">• “The game is an immigrant”: The International Origins of America’s Game• “The arrival of the Age of Baseball”: The Game’s Growing Popularity Handouts: <ul style="list-style-type: none">• Study Guide for Quiz 1 will be distributed. Readings: <ul style="list-style-type: none">• Block, <i>Baseball Before We Knew It</i>, 1-31.
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 January 30, 2022.</p>
Week 2	January 31, 2022 to February 6, 2022
	Division in Baseball Presentations: <ul style="list-style-type: none">• When Baseball Went White: Drawing Baseball’s Color Line• Lipstick and Line Drives: Baseball and the New Woman Readings: <ul style="list-style-type: none">• Block, <i>Baseball Before We Knew It</i>, 32-79.• “Why Discriminate?” <i>Sporting Life</i>, March 14, 1888.• Are Athletics Making Girls Masculine?” <i>Ladies Home Journal</i> (1912).
Deadline	Quiz 1 is due by 11:59 p.m. (EST) on February 6, 2022.

Week 3	February 7, 2022 to February 13, 2022
	The Professionalization of Baseball Presentations: <ul style="list-style-type: none"> • “We’ll toss the ball”: The Rise of Professionalization • The First Professional Leagues • “Beer and Whiskey”: The First Baseball War Handouts: <ul style="list-style-type: none"> • Study Guide for Quiz 2 will be distributed. Readings: <ul style="list-style-type: none"> • Block, <i>Baseball Before We Knew It</i>, 80-123.
Deadline	The Year in Baseball Brainstorming Worksheet will be due by 11:59 p.m. (EST) on February 13, 2022.

Week 4	February 14, 2022 to February 20, 2022
	Conflict and Myth Presentations: <ul style="list-style-type: none"> • The Players Revolt • The Great Baseball War: The Formation of the American League • “It’s our game”: American Exceptionalism and Baseball’s Invented Origins Viewing: <ul style="list-style-type: none"> • <i>Baseball</i> by Ken Burns, Inning 1. Readings: <ul style="list-style-type: none"> • Block, <i>Baseball Before We Knew It</i>, 124-162.
Deadline	Quiz 2 is due by 11:59 p.m. (EST) on February 20, 2022.

Discussion Board Post	<p>In <i>Baseball Before We Knew It</i>, David Block set out to discover baseball's roots, noting "the questions of how, when, and where baseball began remain largely unanswered" (ix-xx). What factors, in Block's view, have prevented historians from uncovering baseball's origins? As you answer, how has the story of Abner Doubleday inventing baseball in Cooperstown, New York in 1839 contributed to this difficulty?</p> <p>Towards the end of the book, Block provides his own interpretation of baseball's roots. What does Block have to say about the game's beginnings? Do you find his interpretation convincing? As you answer, please make sure you include the strengths and weaknesses of his interpretation. Will historians ever develop a consensus vision of baseball's origins? Why or why not?</p> <p>The discussion board post and classmate response must be posted by 11:59 p.m. (EST) on February 20, 2022.</p>
------------------------------	--

Unit II: "One hell of a hangover": Baseball's in an Era of Scandal and Upheaval

Week 5	February 21, 2022 to February 27, 2022
	<p>The Tumultuous 1910s</p> <p>Presentations:</p> <ul style="list-style-type: none"> • "Katie Casey was Baseball Mad": Baseball in the American Mind • The "outlaw league": Labor Unrest and the Federal League • "Work or Fight": Baseball During World War I <p>Handouts:</p> <ul style="list-style-type: none"> • Study Guide for Quiz 3 will be distributed. <p>Viewing:</p> <ul style="list-style-type: none"> • <i>Baseball</i> by Ken Burns, Inning 2. <p>Readings:</p> <ul style="list-style-type: none"> • Fountain, <i>The Betrayal: The 1919 World Series and the Birth of Modern Baseball</i>, 1-56. • Earnest Lawrence Thayer, "Casey at the Bat" (1888). • Grantland Rice, "Casey's Revenge" (1907).

Week 6	February 28, 2022 to March 6, 2022
	"It ain't true, is it Joe?": The Black Sox Scandal Presentations: <ul style="list-style-type: none"> • Prelude to a Fix, or: Baseball in the Stranglehold of Gamblers • "It ain't true, is it Joe?": Myth, Truth, and the Aftermath of the Black Sox Scandal Readings: <ul style="list-style-type: none"> • Fountain, <i>The Betrayal: The 1919 World Series and the Birth of Modern Baseball</i>, 57-120.
Deadline	Quiz 3 is due by 11:59 p.m. (EST) on March 6, 2022.

Week 7	March 7, 2022 to March 13, 2022
	Baseball in the Roaring 20s Presentations: <ul style="list-style-type: none"> • Damn Yankees: The Rise of the Game's Most Storied Franchise • "One hell of a hangover": Baseball, Normalcy, and the Age of Ruth Handout: <ul style="list-style-type: none"> • Argument Essay One will be distributed. Viewing: <ul style="list-style-type: none"> • <i>Baseball</i> by Ken Burns, Inning 3-4. Readings: <ul style="list-style-type: none"> • Fountain, <i>The Betrayal: The 1919 World Series and the Birth of Modern Baseball</i>, 121-193.
Deadline	The Year in Baseball Annotated Bibliography will be due by 11:59 (EST) on March 13, 2022.

Discussion Board Post	<p>The Black Sox scandal holds many legacies. As Charles Fountain argues in <i>The Betrayal</i>, the scandal represented “a cleansing moment” (5) that brought about the birth of modern baseball. Yet, the Black Sox scandal also holds a prominent place in American culture. Several people connected to the scandal gave their accounts of what happened to an interested public long after the scandal ended. Furthermore, the Black Sox scandal has been referenced in popular books like <i>The Great Gatsby</i> and blockbuster films like <i>The Godfather II</i>, while also being the subject of numerous books, documentaries, and a popular film, <i>Eight Men Out</i>. In 2019, to mark the scandal’s 100th anniversary, composer Joel Puckett wrote a two-act opera titled “The Fix.”</p> <p>This raises many questions. According to Fountain, what role did the Black Sox scandal play in facilitating the birth of modern baseball? What was the state of organized baseball leading up to the Black Sox scandal? How did the scandal change things? If fixing baseball games had a long history prior to the 1919 World Series, to the point where it was an open secret, why did the Black Sox scandal spark such a change when other instances did not? Do you believe the recent scandals that hit baseball have had a similar impact? Why or why not? Why does the Black Sox scandal have such a prominent place in American culture over a hundred years later?</p> <p>The discussion board post and classmate response must be posted by 11:59 p.m. (EST) on March 13, 2022.</p>
Spring Break	March 14, 2022 to March 20, 2022

Week 8	March 21, 2022 to March 27, 2022
	The Great Depression Presentations: <ul style="list-style-type: none"> • Breaking the Slump: Baseball and the Great Depression • Down on the Farm: The Birth of the Modern Minor League System Handouts: <ul style="list-style-type: none"> • Study Guide for Quiz 4 will be distributed. Viewing: <ul style="list-style-type: none"> • <i>Baseball</i> by Ken Burns, Inning 5. Readings: <ul style="list-style-type: none"> • White, <i>Uppity: My Untold Stories of the Games People Play</i>, vii-79.
Deadline	Argument Essay One will be due by 11:59 (EST) on March 27, 2022.

Unit III: “Happy Series, You-all”: Baseball as a Social Force

Week 9	March 28, 2022 to April 3, 2022
	The Coming Civil Rights Movement Presentations: <ul style="list-style-type: none"> • “Only the Ball was White”: The Negro Leagues • The Double V: World War II and the Coming Civil Rights Movement • Belles of the Ballpark: The All-American Girls Professional Baseball League Viewing: <ul style="list-style-type: none"> • <i>A League of Their Own</i>. Readings: <ul style="list-style-type: none"> • White, <i>Uppity: My Untold Stories of the Games People Play</i>, 80-180.
Deadline	Quiz 4 is due by 11:59 p.m. (EST) on April 3, 2022.

Week 10	April 4, 2022 to April 10, 2022
	<p>Baseball's Great Experiment</p> <p>Presentations:</p> <ul style="list-style-type: none"> • Playing America's Game: Latin Americans and the Color Line • Baseball's Great Experiment: Jackie Robinson Breaks and the Civil Rights Movement <p>Handouts:</p> <ul style="list-style-type: none"> • Study Guide for Quiz 5 will be distributed. <p>Viewing:</p> <ul style="list-style-type: none"> • "1944 Court-Martial" from <i>Jackie Robinson</i>. • "Social Justice" from <i>Jackie Robinson</i>. • "Jackie Robinson and Malcolm X" from <i>Jackie Robinson</i>. • <i>Baseball</i> by Ken Burns, Inning 6. <p>Readings:</p> <ul style="list-style-type: none"> • White, <i>Uppity: My Untold Stories of the Games People Play</i>, 181-295.

<p>Discussion Board Post</p>	<p>The word “uppity” has a negative racial connotation when used towards African Americans and people of color. Yet, Bill White used that word as the title of his autobiography. Why does White title his book <i>Uppity: My Untold Story About the Games People Play</i>? Providing support from the book, what does this word reveal about the image other people had of White? How does White define “uppity” with regards to how he sees himself?</p> <p>White accomplished a great deal in baseball. As a player, he had a 13-year career that spanned three teams. White appeared in eight All-Star Games, won seven Gold Gloves, hit 202 home runs, and won a World Series in 1964 with the St. Louis Cardinals. He then went to the broadcast booth, calling Yankee games from 1971 to 1988 with former Yankee shortstop Phil Rizzuto and broadcaster Frank Messer. A year after leaving the broadcast booth, White was unanimously elected President of the National League. He was the first African American to hold the position, which he held until 1994.</p> <p>Despite his accomplishments in baseball, White had a blunt assessment of the game, writing, “I respected many of the guys I played with and worked with. And I respected the game. But I didn't love baseball. Because I knew that baseball would never love me back.” Why does White feel baseball never loved him, despite a career in the game as a player, broadcaster, and an executive? How does the racism and bigotry White experienced change during his career in baseball? What does White’s experiences reveal about the civil rights movement’s legacy on baseball and American society?</p> <p>The discussion board post and classmate response must be posted by 11:59 p.m. (EST) on April 10, 2022.</p>
-------------------------------------	--

Week 11	April 11, 2022 to April 17, 2022
	<p>Jackie Robinson and His Legacy</p> <p>Presentations:</p> <ul style="list-style-type: none"> • “Happy Series, You-all”: Rights, Resistance, and the 1966 Orioles • “If I had a hammer”: Hank Aaron and His Chase of Babe Ruth • Wearing Jackie’s Number: Jackie Robinson and His Legacy <p>Readings:</p> <ul style="list-style-type: none"> • William C. Rhoden, “Delgado Makes a Stand By Taking a Seat,” <i>New York Times</i>, July 21, 2004. • “Adam Jones on MLB’s lack of Kaepernick protest: ‘Baseball is a white man’s sport’,” <i>USA Today</i>, September 12, 2016. • Kevin Blackstone, “Years before players took a knee, Carlos Delgado learned how hard it can be to take a stand in MLB,” <i>Washington Post</i>, July 21, 2020. • Mark Niesse, “Sweeping changes to Georgia elections signed into law,” <i>Atlanta Journal-Constitution</i>, March 25, 2021. • Henry Olsen, “Opinion: No, Georgia’s new voting law is not a return to Jim Crow,” <i>Washington Post</i>, March 30, 2021. • Jason Morgan Ward, “Opinion: Georgia’s Voter Law is Called ‘Jim Crow 2.0’ for a Reason,” <i>New York Times</i>, March 31, 2021. • Jeff Greenfield, “Opinion: Why Baseball Should Keep All-Star Game in Georgia,” <i>Politico</i>, April 5, 2021. • Adam Brewster and Caitlin Huey-Burns, “What Georgia’s new voting law really does — 9 facts,” <i>CBS News</i>, April 7, 2021. • Gabe Lacques, “Opinion: MLB cruising to victory in culture war over All-Star Game move from Atlanta,” <i>USA Today</i>, April 7, 2021. • <i>Justin Klawans</i>, “Atlanta Prepares to Host World Series After Losing MLB All-Star Game for State Voting Laws,” <i>Newsweek</i>, October 24, 2021.
Deadline	Quiz 5 is due by 11:59 p.m. (EST) on April 17, 2022.

Kaltura Video Project	<p>Last year, the State of Georgia made national headlines with the passage of Georgia Senate Bill 202, also known as the Election Integrity Act of 2021. The bill has either been hailed as a measure to ensure election integrity or criticized as “Jim Crow 2.0.” In response to the Election Integrity Act of 2021, Major League Baseball (MLB) made the decision to move the All-Star Game out of Atlanta. The game was played in Denver.</p> <p>For this assignment, please create a 6-to-8-minute video using Kaltura, discussing the Election Integrity Act of 2021 and MLB’s decision to move the All-Star Game. You can be creative with your video. For example, you can present yourself as a news anchor providing commentary at the end of a news segment, or you can be interviewed by a reporter who is doing a story on the subject. Your video can simply be a conversation where your friends come to you to learn more about the Election Integrity Act of 2021 and MLB’s decision to move the All-Star Game.</p> <p>As you create your video, please consider and explore the following questions. What was baseball’s past relationship with social and political protests? What does the Election Integrity Act of 2021 provide for? Why did MLB move the All-Star Game out of Atlanta? Based on the provisions of the Election Integrity Act of 2021, did MLB make the right decision? Why or why not?</p> <p>The Kaltura Video Project will be due by 11:59 p.m. (EST) on April 17, 2022.</p>
------------------------------	---

Unit IV: “Where have you gone, Joe DiMaggio”: Baseball and the Problems of a New Age

Week 12	April 18, 2022 to April 24, 2022
	<p>Baseball’s Changing Landscape</p> <p>Presentations:</p> <ul style="list-style-type: none"> • Center Field Shot: Baseball and the Television Age • Baseball on the Move: The Game’s Shifting Geography • The Fight for Chavez Ravine • The Expos Move South <p>Handout:</p> <ul style="list-style-type: none"> • Study Guide for Quiz 6 will be distributed. <p>Readings:</p> <ul style="list-style-type: none"> • Mahler, <i>Ladies and Gentlemen, the Bronx is Burning: 1977, Baseball, Politics, and the Battle for the Soul of a City</i>, vii-113

Week 13	April 25, 2022 to May 1, 2022
	The Rise of Free Agency Presentations: <ul style="list-style-type: none"> • The Players are Empowered • An Age of Labor Unrest • “Economics played a role”: Earl Weaver and the Advent of the Analytics Age Viewing: <ul style="list-style-type: none"> • <i>Baseball</i> by Ken Burns, Inning 7 -8 . • Earl Weaver Played Moneyball Before Moneyball. • Earl Weaver and Bill Haller. Readings: <ul style="list-style-type: none"> • <i>Mahler, Ladies and Gentlemen, the Bronx is Burning: 1977, Baseball, Politics, and the Battle for the Soul of a City</i>, 114-230
Deadline	The Year in Baseball Final Paper will be due by 11:59 p.m. (EST) on May 1, 2022.

Week 14	May 2, 2022 to May 8, 2022
	Baseball and Nostalgia Presentations: <ul style="list-style-type: none"> • “Where have you gone, Joe DiMaggio”: Nostalgia and the Problems of a New Age • “Keep brushing your teeth in between innings, Turk Wendell”: Making and Breaking Baseball’s Superstitions and Curses Handout: <ul style="list-style-type: none"> • Argument Essay Two will be distributed. Viewing: <ul style="list-style-type: none"> • <i>Baseball</i> by Ken Burns, Inning 9 . • <i>Field of Dreams</i>. Readings: <ul style="list-style-type: none"> • <i>Mahler, Ladies and Gentlemen, the Bronx is Burning: 1977, Baseball, Politics, and the Battle for the Soul of a City</i>, 230-339
Deadline	Quiz 6 is due by 11:59 p.m. (EST) on May 8, 2022.

Discussion Board Post	<p>Johnathan Mahler's <i>Ladies and Gentlemen, the Bronx is Burning</i> focuses on the interaction between baseball, politics, social issues, and urban identity. In Mahler's view, what role do baseball teams play in shaping the identity of a city and its people? As you answer this question, please consider the following: what image did New York City convey during the early-to-mid-1970s, and 1977 in particular? How did the Yankees reinforce or reshape that image during their run to the World Series? Did certain groups of New Yorkers connect well with some Yankees (including the manager and coaches), but not others? Why?</p> <p>Based on what you read, do you agree with Mahler's assessment on baseball's relationship with urban identity? In answering this question, please elaborate on the strengths and weaknesses of his argument.</p> <p>The discussion board post and classmate response must be posted by 11:59 p.m. (EST) on May 8, 2022.</p>
Deadline	Argument Essay Two will be due by 11:59 p.m. (EST) on May 17, 2022.