

HST 498: History Pro-Seminar
Playing for Keeps...Sports, Inequality and the “American Dream”
Research Methods Class

Sample syllabus

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Course Objective:

“Playing for Keep...Sports, Inequality and the American Dream,” will examine the social, cultural, political, and legal influence of professional and amateur sports in modern North American history. The seminar will discuss American sports as positive outlets for athleticism, creativity and competition, and constructive channels that sometimes lead to upward mobility, fame, and power. The course will also examine the full scope of issues pertaining to discrimination and inequality in sports, specifically the history and life of bias, racism, sexism, and homophobia in American athletics. This seminar will analyze the emergence of intercollegiate sports, and the unprecedented growth, power and omnipresence of professional sports. It will also examine major of sports figures such as Jack Johnson, Babe Ruth, Ellen “The Babe” Didrickson Zaharous, Author Ash, Muhammad Ali, Larry Bird, Magic Johnson, Billie Jean King, Michael Jordan, and Tiger Woods. Course topics will also include racial inequalities on the playing fields and in the front offices of amateur and professional sports; the impact of NCAA eligibility criteria; the history and life of Title IX; gender segregation and exclusion in professional sports; the impact and persistence of private clubs; the relationship between sports and sexual violence; covert and overt homophobia and sexual orientation discrimination in sports; and sports opportunities for people with disabilities.

Like other HST 498 courses, this seminar is a capstone course for history majors, and it is designed to assist in the development of historical research methods and writing skills through the examination of contemporary issues surrounding race, class, gender, sexuality, economics, and the politics of sports in modern American history. Students will complete a 25-30 original research paper based on a selected topic of their choice that explores one or more of the aforementioned interconnected themes. In designing and implementing a research project, students will develop skills in selecting primary and secondary sources, creating a thesis, and confronting the ethical implications in researching topics that may affect everyday lives people in the living world. In addition, students will develop a critical understanding of the theoretical debates over legitimate source materials (such as oral vs. written history) and the socio-political frameworks in which participants and observers in the athletic realm and beyond come to define and structure their lives.

COURSE REQUIREMENTS: Students will be required to fulfill several requirements, in addition to the final research paper, that will assist in the development of their research papers. Attendance during all the scheduled classes is mandatory, as this research seminar is discussion oriented and peer discussion is an important part of intellectual growth. In addition, students will complete readings, as well as submit a journal of their progress, a statement on ethics, topic statement and bibliography, thesis statement, rough draft and final paper. All of these are intended to directly facilitate the writing of your seminar-length paper.

After each student selects a research topic they will be required to submit a two-page “**Topic Declaration Paper**” on February 9 that also includes a draft “**Bibliography**” of primary and secondary sources. This paper should address the following questions: Why you have chosen this selected topic?; why it is important?; what do you hope to learn or gain from studying this particular topic?; and how might the results of your research engender fundamental changes in the ways observes view the themes of this course.

After becoming more familiar with your topic and what your primary sources reveal, you will write a three-page “**Thesis Statement**” for your research paper which will be due on March 9. In addition to a concisely written thesis

(one-sentence), this assignment should discuss the question your research paper poses, how your original research has informed your thesis, and what sources were particularly influential in shaping your perspective. An expanded bibliography should also be included.

Each student will submit an intellectual “**Journal**” on March 21. This journal and will be worth 20% of your grade. These are intended for students to record their thoughts regarding reactions to readings and class discussions and to brainstorm and plan research ideas. There should be journal entries for every reading assignment and class discussion. These may be typed or legibly hand-written.

The “**First Draft**” of your paper will be due March 30 and must be at least 15 pages (excluding bibliography) and utilize at least 20 sources. The “**Final Paper**”, due on May 2, must be between 25 and 30 pages (excluding bibliography), typewritten (12 Times New Roman Font), double spaced, research paper on one of the major themes, events, issues, personalities, or organizations discussed during the course. “Incompletes” are not options and will not be given. Research papers are confined to the years between 1900 and the present. Papers are a combination of primary and secondary sources, and require proper footnotes or endnotes. Format details (framed by the Chicago Manuel of Style) will be discussed throughout the course. The final paper should be free of grammatical, spelling and typographical errors. The paper must be an original piece of work written by the student for this class. Late papers will be penalized one letter grade per day if submitted after the due date. Extensions will only be considered after verification of a documented personal or family emergency (i.e. a signed physician’s note, etc.). Academic integrity is a must.

****Plagiarism** will not be tolerated. Plagiarism in any form (see student handbook for more detail) will result in the fullest disciplinary action that can be taken which could include failure and a mark of academic dishonesty on the transcripts, suspension or dismissal.

Students in this course are held responsible promptly to report to the instructor any emergency, illness, or difficulty that would impede the completion of assignments or prevent a responsible student from completing her work to the best of her ability. The student should make a good faith effort to report the problem as soon as it is known to him so that your instructor can explore the fullest range of options available to assist the student in corrective action. If the student postpones discussing the matter until the very end of the term -- for example, in seeking a withdrawal -- she will be asked not only to document the problem but also to demonstrate that extenuating circumstances prevented her timely discussion of the problem with the instructor.

Inasmuch as ASU is an institution of higher learning, students will be required to be respectful of their professor and fellow classmates. Disruptive behavior will not be tolerated. Cellular phones and pagers must be turned off prior to entering the classroom. Students who engage in disruptive behavior, such as excessive absences, tardiness, flagrant combativeness, egregious vulgarity, talking out-of-turn, eating, reading, and answering cellular phones and pagers, are subject to failure and dismissal from the course at my discretion. For Arizona State University’s Student Code of Conduct, and it’s policy on academic integrity, contact Student Judicial Affairs in the Office of Student Life at (480) 965-6547, or www.asu.edu/studentlife/judicial.

Grading:

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| Topic Declaration and Bibliography | 20% |
| Thesis Statement | 20% |
| Rough Draft of Research Paper | 20% |
| Final Research Paper | 20% |
| Attendance/Class Participation/Questions | 20% |

Scale:

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| 98-100 = A+ |
| 93-97 = A |
| 90-92 = A- |
| 87-89 = B+ |
| 83-86 = B |
| 80-82 = B- |
| 77-79 = C+ |
| 73-76 = C |
| 70-72 = C- |
| 60-69 = D |
| 59-50 = E |

Required Reading Available at the Campus Bookstore:

Six required texts comprise the assigned readings for the course. Participation grades are based upon attendance, contributions to class discussions, and the extent to which students commit themselves to this course professionally and intellectually. Throughout the course, students will be challenged to think critically and analytically.

Cayleff, Susan E. *Babe: The Life and Legend of Babe Didrikson Zaharias* (Urbana: University of Illinois Press, 1996).

Halberstam, David. *Playing for Keeps : Michael Jordan and the World He Made* (New York: Broadway Books, 2000).

Hartmann, Douglas. *Race, Culture, and the Revolt of the Black Athlete: The 1968 Olympic Protests and Their Aftermath* (Chicago: University of Chicago Press, 2004).

Suggs, Welch. *A Place on the Team: The Triumph and Tragedy of Title IX* (Princeton: Princeton University Press, 2004).

Turabian, Kate. *A Manual for Writers of Term Papers, Theses, and Dissertations* (Chicago: University of Chicago Press, 1996).

Zarin, David. *What's My Name, Fool? Sports and Resistance in the United States* (New York: Haymarket Books, 2005).

Readings for the course *must* be done prior to the class period when we are scheduled to discuss them. Please bring two questions to discuss for each day's reading. These will be used to stimulate class discussion and will be turned in. These will not be graded but are required.

Course Outline:

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| Week 1 | January 17: | Introduction to Pro-Seminar |
| | January 19: | Library Resource Tour with Ms. Patricia Etter, Curator, Labriola National American Indian Data Center, Hayden Library. Meet at the Labriola Center Classroom, 2 nd Floor of Hayden Library. |
| Week 2 | January 24: | Framing Sports, the American Dream and the Status Quo... Reading: <i>What's My Name, Fool?</i> |
| | January 26: | Framing Contemporary Issues |
| Week 3 | January 31: | The Past is Prologue to Our Future...Framing Gender, Sexuality and Sports... Trailblazers, Controversies and "Playing Fields".... |
| | February 2: | The 1960s and "New" Black Athlete Reading: <i>Race, Culture, and the Revolt of the Black Athlete</i> |
| Week 4 | February 7: | Topic Narrowing (3 possibilities) Student Presentations |
| | February 9: | Topic Declaration and Bibliography Due Student Presentations |
| Week 5 | February 14: | Discussion: Subjectivity, Objectivity and Balance |
| | February 16: | Guest Presentation: "Coach Ernie Kivisto, Basketball and the America |

Dream in Miami, Arizona, 1940-1954.”

Dr. Christine Marin
Curator/Archivist and Historian of the Chicano
Research Collection Department of Archives &
Manuscripts

Week 6 February 21: Authority, Perspective and Interpretation
February 23: Self-Interest, Gender, Economics and Sports
Reading: *A Place on the Team*

Week 7 February 28: Activist Scholarship
March 2: Responsibilities and Relationship-Building

Week 8 March 7: Ambassadors and Agents for Change
Film: *The Harlem Globetrotters*
March 9: Thesis Statement Due
Student Presentations

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| <p>Spring Break 3/13 – 3/17</p> |
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Week 9 March 21: Athletes, Competition, Popular Culture and Global Capitalism
Reading: *Playing for Keeps*

March 23: Role Models and Rebels
Framing the Popularity and Power of Professional Athletes

Week 10 March 28: Self-Reflection and Intellectual Growth
Journals Due
Student Presentations

March 30: First Paper Drafts Due
Student Presentations

Week 11 April 4: Consultations with Professor

April 6: Consultations with Professor

Week 12 April 11: Consultations with Professor

April 13: Consultations with Professor

Week 13 April 18: Writing Day

April 20: Writing Day

Week 14 April 25: Student Presentations

April 27: Student Presentations

