

united states history II

sport history as american history, 1877 to present



Professor:

Dr. Cat M. Ariail
catherine.ariail@mtsu.edu
office: Peck Hall ###
office hours:
MW 11:30-12:30
TR 11:15-12:45



Class Details:

date/time: ###
location: ###



Required Text:

The American Yawp,
americanyawp.com



Website: Stay up to date by checking D2L.

THE SCORE BOARD

participation: 10%
weekly workout: 10%
historical scouting reports: 15%
film review: 15%

quarter quizzes: 15%
examinations: 20%
making sport history: 15%

practice, preparation, possibilities

The practice of history does not result in perfection. But, how you choose to practice history does open different possibilities. Are you a role player, a starter, or an all-star? You have the opportunity to choose your role. Being an all-star historian is not for everyone. Role players also are valuable members of the team. The amount of practice and preparation you are willing to put into this course determines your potential.

role player

Role players likely are only taking this course because "it's required." They are most concerned with WHAT happened. Their goal is to gain a limited, but still valuable, perspective of the developments and ideas that have made modern America.

starter

Starters may not be history majors, but they are intrigued by the subject and appreciate that it can improve skills useful across fields of study. Starters are interested in HOW and WHY certain developments occurred as they did. They actively participate in our historical conversations.

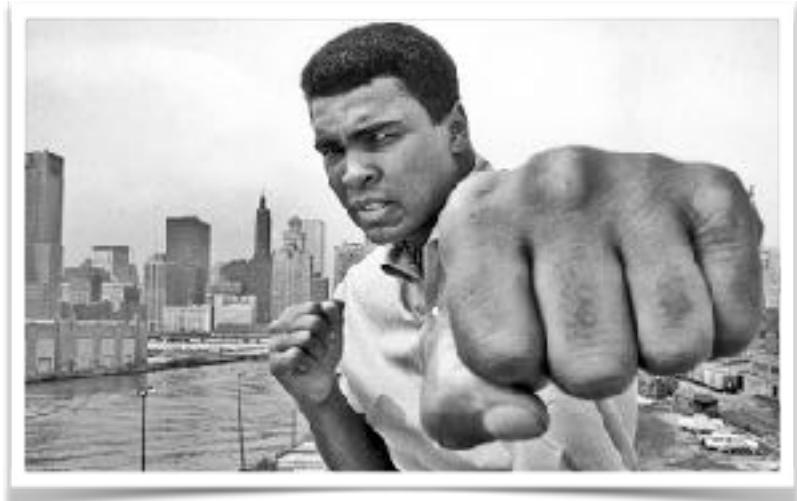
all-star

All-Stars likely are history majors, or are at least very interested in construction of historical knowledge. They critically engage with information about the past, questioning assumptions and considering alternatives. All-stars are concerned with WHY history matters.

HIST 2020 Game Plan

This course can be thought of as a fast-paced, jammed-packed season. Studying history is not a spectator sport; it is an active exercise. Be ready to practice! Be ready to work out! Success requires preparation and engagement. We will:

- **Analyze historical facts and interpretations**
- **Analyze and compare political, geographic, economic, social, cultural, religious, and intellectual institutions, structures, and processes across a range of historical periods and cultures**
 - **Recognize and articulate the diversity of human experience across a range of historical periods and the complexities of a global culture and society**
 - **Draw on historical perspective to evaluate contemporary problems/ issues**
 - **Analyze the contributions of past cultures/societies to the contemporary world**



It is important to complete and understand the all the assigned reading material before class. Class periods serve as opportunities to push further and harder. We will use and improve our analytical skills by going beyond the information read. Everyone should be ready to think critically, actively participating in our conversations about how sport can help us understand the changes, continuities, and complications of modern America. Assignments and exams will expand on reading and class sessions. These will be open-book, open-note, and completed outside of class, encouraging you to analyze and evaluate information rather than memorize facts. They are opportunities to show your skills!

participation: 10%

Participation includes both attending and engaging in class. Attendance will be taken every class period. But attending is not sufficient for success. You should arrive ready and willing to engage through active listening and thoughtful discussion. Be ready to wrestle with and respond to key questions and other concepts.



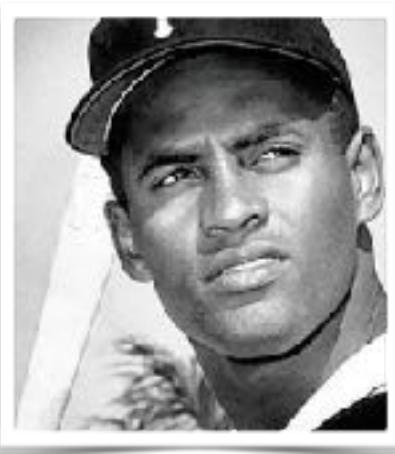
weekly workout: 10%

Every week, you will choose to complete one of two possible sport history readings. This article, chapter, or book excerpt will be read in addition to the assigned chapter from the AY. You then will answer the weekly workout (WW) discussion questions that correspond to your selected reading. You will submit your WW (WW#a or WW#b) to the D2L Discussion Board on the specified date before class. A weekly workout is due every week; no exceptions. For more information, as well as access to the weekly workouts for the coming week, see the course page on D2L.

quarter quizzes: 15%

You will complete three of four possible quarter quizzes (QQ) outside of class and on D2L. They will be due by 8 AM on their Monday due date. They will be made available at 5 PM on the Friday before the Monday they are due. You will have 120

minutes to carefully consider and complete the short-essay style questions at the time of your choosing. Quarter quizzes will expand on readings, discussions, and weekly workouts.



examinations: 20%

The mid-term and final exam will be reflection-based. Rather than requiring you to regurgitate names and dates, you will reflect on what you have learned, sharing your likes, dislikes, and other ideas. Exams will be completed on D2L.

HOW TO READ

Yes, success in this class requires a significant amount of reading. So it is important that you manage your reading responsibilities.

While all the information in the *American Yawp* (AY) is important, it is not necessary to read it super-closely. You are encouraged to focus on sections that describe historical developments less familiar to you. The AY is a reference source that you can (and should) return to as you complete assignments.

However, it is important that you closely read the sport history reading you choose. This is the information you will be expected to discuss in class and analyze in your weekly workout, as well as apply to quizzes and exams. So, you should make sure to take notes, jotting down any ideas that might help you with future assignments.

historical scouting reports: 15%

The evaluation of primary source materials forms the foundation of historical study. In completing two of three possible historical scouting reports (HSR), you will analyze documents about an athlete, determining what their experience can tell us about broader historical developments during the moment in which they competed. For more information, including the list of the athletes you can choose to scout, see the course page on D2L.



film reviews: 15%

Films and documentaries often inform (or misinform) the wider public about the importance of a historical individual or event. As such, it is important for historians to evaluate their utility. You will complete one of two possible critical, guided film reviews (FR), choosing to review a fictional sport history film or a sport history documentary. For more information, including the list of films and documentaries, see the course page on D2L.

making sport history: 15%

For your Making Sport History (MSH) activity, you will closely analyze a diverse set of documents and media about an iconic sporting figure, team, event, or rivalry, determining why it has resonated in American sport culture and what its resonance tells us about American history. In short, you will explore and explain the making of historical knowledge. This project will build on the skills you practiced during all previous assignments. For more information, including project choices, see the course page on D2L.

| Week | Topic/Theme | Key Questions | AY | Other Reading | Due |
|--------------------------|--|--|----|--|------------|
| Week 1: Aug. 27 & 29 | The What, Why, and How of History | What is the study of history? Why study history? Why study sport history? | | "Taking Sports Seriously" | WW1 |
| LABOR DAY | | | | | |
| Week 2: Sept. 5 | An Age of Aspiration and Anxiety | What was the goal of Reconstruction? Was it a success or failure? Why? | 15 | "How African-Americans Disappeared from the Kentucky Derby" | WW2 |
| Week 3: Sept. 10 & 12 | The Myths, Memories, and Misconceptions of the American West | What are the popular misconceptions about the "conquering" of the West? Why do they persist? | 17 | "How Annie Oakley, 'Princess of the West,' Preserved Her Ladylike Reputation | QQ #1/WW3a |
| | | | | "Oakland's Nineteenth-Century Parks and Resorts" | WW3b |

| Week | Topic/Theme | Key Questions | AY | Other Reading | Due |
|--------------------------------------|---|---|---------|---|-------------|
| Week 4: Sept. 17 & 19 | Urbanization, Industrialization, and Immigration | Did urbanization, industrialization, and immigration unleash social and cultural change or preserve continuities? | 16 & 18 | "The Insane 6-Day, 500-Mile Race That Riveted America" | HSR #1/WW4a |
| | | | | "Sports and the Emergence of Modern America, 1865-1920" | WW4b |
| Week 5: Sept. 24 & 26 | American Imperialism | How did Americans understand and justify the nation's imperial ambitions? | 19 | | |
| | | | | Excerpt from <i>Waterman</i> | WW5 |
| Week 6: Oct. 1 & 3 | The Changes and Continuities of the Progressive Era | Was the Progressive Era really progressive? | 20 | Excerpt from <i>Contested Waters</i> | QQ#2/WW6a |
| | | | | "Jack Johnson and the Quest for Racial Respect" | WW6b |
| Week 7: Oct. 8 & 10 | The Great War and a New America? | What was the impact of World War I? | 21 & 22 | "What Shall We Wear for Tennis?" | WW7a |
| | | | | "Smilin' Bob Douglas and the Renaissance Big Five" | WW7b |

Mid-Term Due to D2L by 5 PM on October 12

FALL BREAK

| | | | | | |
|--------------------------------------|--|---|---------|---|-------------|
| Week 8: Oct. 17 | The Depression and the Redefinition of Democracy | Did the New Deal really offer Americans a "new deal"? | 23 | Excerpt from <i>Dust Bowl Girls</i> | WW8 |
| Week 9: Oct. 22 & 24 | World War II and a World Transformed | How did World War II transform the idea and reality of democracy for different groups of Americans? | 24 | "Joe Louis, Boxing, and American Culture" | HSR #2/WW9a |
| | | | | "Incarcerated Sport: Nisei Women's Softball" | WW9b |
| Week 10: Oct. 29 & 31 | America and Its Dreams | Were the 1950s a time of aspiration and affluence or anxiety and uncertainty? | 26 & 25 | "A Diamond is a Boy's Best Friend" | FR #1/WW10a |
| | | | | Excerpt from <i>Playing America's Game</i> | WW10b |
| Week 11: Nov. 5 & 7 | The Making of Modern America | What was the most important strategy for bringing about change in the 1960s? | 25 & 27 | "Swinging for the State Department" | QQ #3/WW11a |
| | | | | "The Icy Elegance of Arthur Ashe...and the Passion of Muhammad Ali" | WW11b |

| Week | Topic/Theme | Key Questions | AY | Other Reading | Due |
|---|---|---|---------|---|-------------|
| Week 12: Nov. 12 & 14 | Another Age of Aspiration and Anxiety | Was the so-called "unraveling" of the 1970s an indication of the success or failures of the changes of the 1960s? | 28 | <i>Sport's Illustrated's "The Black Athlete: A Shameful Story" series</i> | |
| | | | | | |
| Week 13: Nov. 19 | Another Age of Aspiration and Anxiety (continued) | Was the so-called "unraveling" of the 1970s an indication of the success or failures of the changes of the 1960s? | 28 | "The Feminist Movement That Wasn't" | HSR #3/WW13 |
| THANKSGIVING BREAK | | | | | |
| Week 14: Nov. 26 & 28 | Conservatism, Crises, Culture, and Change in Contemporary America | What explains the rise and resilience of the New Right? | 29 & 30 | "Friendly Rivals" | FR #2/WW14a |
| | | | | "Bound by Blackness or Above It?" | WW14b |
| Week 15: Dec. 3 & 5 | Sport and Society in the 21st Century | What can sport tell us about contemporary US society? | | "Graphite Against a Sharp White Background" | QQ #4/WW15 |
| | | | | MSH Discussion | |
| Making Sport History Project Due to D2L by 5 PM on December 7 Final Exam Due to D2L by 5 PM on ##### | | | | | |

Rules, Resources, & Respect

technology: In class periods, we will be accessing and engaging with materials online. So, please bring a computer or other device. However, please respect others around you by not distracting them by using your device for purposes not related to class.

assignments: All assignments are due to D2L in accord with the date/time listed on the syllabus. Late work will receive deductions, unless an administrative-approved excuse is provided. If you anticipate difficulties submitting an assignment on time, please contact the professor at least 5 days in advance. Extensions will be provided if they are negotiated well in advance.

grading: It is understandable that you may be disappointed if you receive an assignment grade that is below your expectations. If you still disagree with your grade after closely reading the professor's feedback, you can submit a grade dispute proposal, a short essay (2 paragraphs, 5-7 sentences per paragraph) that details and specifies your disagreement. You must email your proposal to the professor within a week of the date the assignment was returned. The professor will then contact you to schedule a consultation about your grade.

academic integrity: Academic integrity is a hallmark of Middle Tennessee State University. We expect students to complete academic exercises and assignments that are original and appropriately credit all sources used. Academic misconduct includes, but is not limited to:

plagiarism: The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper attribution. This includes self-plagiarism, which occurs when an author submits material or research from a previous academic exercise to satisfy the requirements of another exercise and uses it without proper citation of its reuse.

cheating: Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. This includes unapproved collaboration, which occurs when a student works with others on an academic exercise without the express permission of the professor. It also includes purchasing assignments or paying another person to complete a course for you. **fabrication:** Unauthorized falsification or invention of any information or citation in an academic exercise.

If you have a question about an assignment, please ask the professor to clarify. All cases of academic misconduct will be reported to the Director of Student Academic Ethics and may result in failure on the assignment or for the course.

accessibility: If you have a documented disability and/or need a reasonable accommodation in order to succeed in this course, please consult with the professor as soon as possible. MTSU is committed to campus access in accordance with Title II of the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973. Any student interested in reasonable accommodations can consult the DAC website and/or contact the DAC at dacemail@mtsu.edu.

address: Please inform the professor of your preferred name and/or pronoun.

To retain the Tennessee Education Lottery Scholarship eligibility, you must earn a cumulative TELS GPA of 2.75 after 24 and 48 attempted hours and a cumulative TELS GPA of 3.0 thereafter. A grade of C, D, F, FA, or I in this class may negatively impact TELS eligibility. If you drop this class, withdraw, or if you stop attending this class you may lose eligibility for your lottery scholarship, and you may not be able to regain eligibility at a later time. For additional Lottery rules, please refer to your Lottery Statement of Understanding form (<http://www.mtsu.edu/financial-aid/forms/LOTFOD.pdf>) or contact your MT One Stop Enrollment Counselor (<http://www.mtsu.edu/one-stop/counselor.php>).

NEED A TIME-OUT?

Yes, college is hard. You may be confused. You may be stressed out. Don't be afraid to ask for help.

1. **Speak up in class:** You probably are not the only one with your concern and we can benefit from discussing it together.

2. **Chat with the professor:** You are encouraged to email me with questions and concerns. You can also stop by my office during office hours or make appointment. This is the best way to address any issues or struggles.

3. **Use online resources:** Refer to the class website not only to make sure you are on top of assignments and other responsibilities but also to access other resources, such as strategies for reading, advice for writing, and suggestions for time management.

4. **Visit the Tutoring Spot:** Located in Walker Library and other campus sites, FREE tutoring is available to help you better understand course content, as well as improve your study skills and learning strategies. For more info, see <http://mtsu.edu/studentsuccess/tutoring.php#on>.

HIST 2020 Run-Down

Here's a quick summary of everything you're responsible for this semester.
All details, documents, and any other necessities are available on D2L.

- Complete weekly readings
- Complete a Weekly Workout every week
- Complete three Quarter Quizzes
 - QQ #1: Sept. 10
 - QQ #2: Oct. 1
 - QQ #3: Nov. 5
 - QQ #4: Dec. 3
- Complete two Historical Scouting Report activities
 - HSR #1: Sept. 17
 - HSR #2: Oct. 22
 - HSR #3: Nov. 19
- Complete one Film Review
 - FR #1: Oct. 29
 - FR #2: Nov. 26
- Complete Making Sport History project
 - HSR #1: Dec. 7
- Complete the Mid-Term Exam and Final Exam:
 - Mid-Term: Oct. 12
 - Final: TBA