**General Education Course Inclusion Proposal**

**PERSPECTIVES ON SOCIETY**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number:** United States Sport History, HS 330

**Home Department:** History

**Department Chair Name and Contact Information** (Alan Willis, x 1228, awillis@nmu.edu)

**Expected frequency of Offering of the course** (Every third semester excluding summer)

**Official Course Status**: Has this course been approved by CUP and Senate? YES

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

A. Overview of the course content: U.S. Sport History examines sport from pre-contact through modernity. It explores the development of sport from simple pastimes, to amateur, and professional organizations. It considers and evaluates sports’ impact on race, immigration, gender, labor, gambling, entertainment, and international politics.

B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes History constructs, integrates, and challenges evidenced-based arguments. To this end, students learn to use a variety of critical thinking tools that make-up the” Historical Method.” Humans have some sense of history; hence, all college-level history courses address prior understandings of the past. This is done by analyzing the evidence, most often: readings, documents, and digital artifacts. Students then integrate and articulate their analysis via in-class assignments, formal papers, and digital compilations that specifically synthesize or evaluate the evidence.

This course offers myriad perspectives and analysis on society. It explains the social causations that engendered modern sports. It examines the ethical issues of who was allowed to play and who was regulated to segregated or sub-par leagues, or were fully disbarred from athletic competitions. Conversely, it examines the past and continual integration of sports and the forces that promote and prohibit an equal playing field.

In the process of making evidenced based arguments, students analyze the social structures and events into a conclusion about the historical narrative. These involve ethical questions and a moral continuum. That is, what actions and events seemingly benefited or were detrimental to society. This class explores these athletic themes in the development of human society. It highlights the reciprocal relationship of sport and society and shows how both influence each other. This course allows the professor to focus and contextualize singular moments that significantly impacted the development of society.

C. Describe the target audience (level, student groups, etc.) This is a 300 level course. It will appeal to sophomore, juniors, and seniors who can apply the content to their major/minor. The prerequisite requires students to have successfully completed a 100 level or above history course with a C or better.

D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.) The course counts toward the History major and minor and an elective for the Gender and Sexuality Studies minor. It could readily apply to the health and human performance, the social sciences, and humanities.

E. Provide any other information that may be relevant to the review of the course by GEC U.S. Sport History has proved a consistent and popular draw for the History Department. Over the years, students from other majors such as Secondary Physical Education, Sociology, Communications, and Economics have either completed the course or expressed interest in taking the class. In both cases students are frustrated that HS 330 does not count toward the graduation requirements. By accepting this as an HS 300 elective, GEC ensures its intellectual contribution to these and other discipline requirements.

**PLAN FOR LEARNING OUTCOMES
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | Type: two formal papers and a digital/cultural history project. Frequency: early semester, midterm, and final. Importance: These assignments are fundamental to the course. Each formal submission requires students to demonstrate sport and society’s reciprocal relationship. Each emphasizes the construction of lucid and logic based arguments predicated on documented evidence, articulated in a formal submission that adheres to academic expectations and intellectual rigor. These three submissions constitute 40% of the final grade. Projected success: These assignments aims for and 80% success rate based on past offerings |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | Type: Document Leader Frequency: Twice a semester variable times Importance: Fundamental to course. This assignment requires students to present an overview of a primary source document. This is then augmented with an outside historical artifact (poem, image, song, newspaper article, etc.) that lends further insight to the historical issue. The student will explain how this primary source document and artifact deepens our understanding of sport and history. Finally, the student will pose three open-ended questions about the document/artifact to the class. These require insight and elaboration rather than yes/no questions. The presentation should remain within a ten minute time frame. For this assignment I will expect 1) a brief summary of the document, 2) how the artifact deepens our understanding of the discipline, 3) a copy of your artifact, 4) your list of questions. The grade will come from these requirements ~~and the generated discussion.~~ The project will constitute 10% of the total grade. Projected success: this project aims for an 80% success rate based on past course offering.  |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | Type: In-class projects Frequency: every class Importance: fundamental to the course. Each class has a reading response quiz that measures that day’s reading comprehension. These are completed prior to class. ~~Each class builds on this information by having the class complete an in-class project. These require small-group collaborations, research, and applying the historic instance to the contemporary. The in-class projects and~~ reading responses constitute ~~40~~ 30 % of the overall grade. Projected success: this project aims for an 80% success rate based on past course offering. |

**PLAN FOR LEARNING OUTCOMES
PERSPECTIVES ON SOCIETY**

*Attainment of the PERSPECTIVES ON SOCIETY Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Analysis of society**  | Analysis of social issues, structures and processes or events | Type: two formal papers and a digital/cultural history project. Frequency: early semester, midterm, and final. Importance: These assignments are fundamental to the course. Each formal submission requires students to demonstrate sport and society’s reciprocal relationship. Each emphasizes the construction of lucid and logic based arguments predicated on documented evidence, articulated in a formal submission that adheres to academic expectations and intellectual rigor. These three submissions constitute 40% of the final grade. The papers consider an academic article that examines sport and society prior to 1920. A digital photography essay that explains the evolution of an aspect of sport and society. This third project compares a sport movie to the historic narrative. This allows students to understand what is emphasized, what is omitted, and how this cinematic historic interpretation is a contemporary social reflection. Projected success: These assignments aims for and 80% success rate based on past offerings |
| **Ethical Issues** | Addressing ethical issues in society | Type: Document Leader Frequency: Twice a semester variable times Importance: Fundamental to course. This assignment requires students to present an overview of a primary source document. This is then augmented with an outside historical artifact (poem, image, song, newspaper article, etc.) that lends further insight to the historical issue. The student will explain how this primary source document and artifact deepens our understanding of sport and history, or the ethical issues associated with these developments.  The student will pose three open-ended questions about the document/artifact to the class. These require insight and elaboration rather than yes/no questions. This allows for an ethical examination of the historic instance.  The presentation should remain within a ten minute time frame. For this assignment I will expect 1) a brief summary of the document, 2) how the artifact deepens our understanding of the discipline, 3) a copy of your artifact, 4) a list of questions. The grade will come from these requirements ~~and the generated discussion.~~ The project will constitute 10% of the total grade. Projected success: this project aims for an 80% success rate based on past course offering.  |
| **Development and context of society** | Explore themes in the development of human society | Type: In-class projects Frequency: every class Importance: fundamental to the course. Each class has a reading response quiz that measures that day’s reading comprehension. These are completed prior to class. ~~Each class builds on this information by having the class complete an in-class project. These require small-group collaborations, research, and applying the historic instance to the contemporary. These assignments contribute to an understanding of human society’s evolution. The in-class projects and~~ reading responses constitute ~~40~~ 30% of the overall grade. Projected success: this project aims for an 80% success rate based on past course offering. |

**HISTORY 330**

**U.S. SPORT HISTORY**

Winter 2019 Gabe Logan

Gries Hall 148 227-1744

Office Hours: T&TH 1:45-2:45

glogan@nmu.edu F 12-3

**I. Course Materials:**

Gorn, Elliott J. and Warren Goldstein.  *A Brief History of American Sports,* 2nd ed. Chicago: University of

 Illinois Press, 2013.

Jay, Kathryn. *More Than Just A Game: Sports in American Life Since 1945.* New York: Columbia

 University Press, 2004.

Riess, Steven A. ed. *Major Problems in American Sport History,* 2nd ed. Stamford CT: Cengage Learning

 2015.

Rampolla, Mary Lynn. *A Pocket Guide to Writing in History,* 8th ed*.*  Boston: Bedford/St. Martins, 2015.

 (Recommended)

**II. Additional Online Readings:**

Baker, William. “Muscular Marxism and the Chicago Counter Olympics of 1932” in *The New*

 *American Sport History: Recent Approaches and Perspectives,* S.W. Pope, ed., Urbana:

 University of Illinois Press, 1993, 284-299.

Foer, Franklin. *How Soccer Explains the World: An Unlikely Theory of Globalization,* New York:

 HarperCollins, 2004, 235-248.

Guttmann, Allen. *From Ritual to Record: The Nature of Modern Sport, Updated with a*

 *New Afterword.* New York: Columbia University Press, 2004, 15-55, 91-116.

Hardgraves, Jennifer. “Women’s Boxing and Related Activities: Introducing Images and

 Meanings” in *Martial Arts in the Modern World,* Thomas A. Green and Joseph R. Svinth,

 eds., Westport, CT: Praeger Publishing, 2003, 209-229.

Peavy, Linda and Ursula Smith. “Leav[ing] the White[s] . . . Far Behind Them’: The Girls from Fort

 Shaw (Montana) Indian School, Basketball Champions of the 1904 World’s Fair.” *The International*

 *Journal of the History of Sport* 24, no. 6 (2007): 819-840.

Roberts, Randy. “Jack Dempsey: An American Hero in the 1920s” in *The Sporting Image:*

 *Readings in American Sport History,* Paul Zingg, ed. Lanham, MD: University Press of

 America, 1988, 267-285.

Schultz, Jamie. “‘A Wager Concerning a Diplomatic Pig’: A Crooked Reading of the Floyd of

 Rosedale Narrative.” *Journal of Sport History* 32, no. 1 (2005): 1-21.

**III. Course Objectives and Outcomes:**

1. Students will examine contemporary themes and issues in U.S. sport history. This will be measured and demonstrated through in-class quizzes and assignments based on that day’s reading and content.
2. Students will recognize the validity of cultural/social history and how it helps explain US sport history. This will be demonstrated and measured by students’ construction of a cultural history project specific to an aspect of US sport history. The project will be depend on cultural history artifacts such as images, video clips, recordings, and the written word.
3. Students will comprehend how modern sports influence society. This will be demonstrated by the final paper, which requires students to articulate ways sport and society affect each other.

**IV. Course Requirements**

1. Reading and Discussion: This course is primarily based on discussion of the assigned reading. You should complete the reading (from the calendar below) BEFORE coming to class on the day it is assigned. For most of the meetings there will be a short reading check quiz and/or an in class project. Participation and reading responses will constitute 50% of your grade.
2. Document Leaders: Each student will lead the class as a “**document leader**.” For this assignment you will present the class an overview of a document. Next, you will augment the document with an outside historical artifact (poem, image, song, newspaper article, etc.) that lends further insight to the historical issue. You will also explain how this document deepens our understanding of sport and history. Last, you will pose questions about the document to the class. Look to ask open ended questions that require insight and elaboration rather than yes/no questions. The presentation should remain within a ten minute time frame. For this assignment submit 1) a brief summary of the document, 2) how the artifact deepens our understanding of the discipline, 3) a copy of your artifact, 4) your list of questions. The grade will come from these requirements and the generated discussion. The project will constitute 10% of your grade.
3. Papers: Each student will complete three papers during the semester. The first will require analysis of a journal article. The second will be a pictorial essay. The final paper will examine how a contemporary sport movie compares to the historical narrative of the event. Each of these will be formal papers and must adhere to the rules laid out from Rampolla’s *Writing in History,* or the *Chicago Style.* Each paper will be worth 15% of your final grade or 40%.

**V. General Information and Policies**

1. Grades: The final grade is an evaluation of your overall performance. Should the above measurements result in a numerical borderline grade, discussion and active participation will weigh in your favor. Conversely, missing class, arriving late, or leaving early can negatively affect your grade.
2. Disability Services: If you require disability-related accommodations or services, please inform the Coordinator of Disability Service in the Disability Service Office, 2001 Hedgecock. Reasonable and effective accommodations will be provided if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state, and University guidelines.
3. Plagiarism: The unacknowledged copying of others’ work is not tolerated in this classroom or the University. I will report any infractions to the Department Head and Dean and it will result in a failing grade for the class. For specific definition on plagiarism consult (<https://www.nmu.edu/writingcenter/plagiarism-1> ) or see me.
4. Computer Usage: Classroom laptop usage is restricted to academic purposes. Emails, IMs, and other forms of outside communications infringe on the education experience and should be turned off during class time. Additionally, you will be called upon to share researched images to the class, so keep your laptop updated and charged.
5. Cell Phones: Please turn cell phones off during class time.

**Course Calendar**

**What is Sport History/Modern Sport Defined**

1-15 Course introduction and definitions

1-17 Guttmann, Chapter II, pp. 15-55 **EDUCAT (reading divided into groups)**

**Transplanted and Colonial Sport**

1-22 Gorn, et al, pp. 3-46

1- 24 *Major Problems* Chapter 1 “Sporting Life in the Taverns,” pp 43-49 and Chapter 2, “The Social Significance of Gouging in the Southern Back Country” pp. 64-72.

**Antebellum Sport**

1-29 Gorn, et al, pp. 47-81; *Major Problems*, chapter three docs 1-6, (one student will present an

 overview of a document)

1-31 Gorn, et al, pp. 81-97; *Major Problems*, chapter four docs 1-5, (two students will present an

 overviews of a document.)

**Gilded Sport and the National Pastime**

2-5 Gorn, et al, pp. 98-129; *Major Problems,* chapter 7 doc 3, (one student will present an overview of the

 document).

2-7 Guttmann, pp. 91-116 Chapter IV **EDUCAT**; *Major Problems,* Chapter 8 documents 1, 2, 4, (two

 students will present overviews of the documents) and “the Making of the National League” pp.217-

 225.

**Athletic Clubs and Erecting the Gridiron**

2-12 Gorn et al, pp. 129-149 *Major Problems,* chapter 4 doc 6 and chapter 7 doc 4 (one

 student will present an overview of a document).

2-14 Gorn, et al*.,* 153-169, and *Major Problems,* “The Rise of the Spectator, the Coach,

 and the Player at the University of Chicago,” pp. 129-138.

**Progressives, Basketball, and Gendered Sport**

2-19 Gorn, et al, pp. 169-182; Peavy and Smith “Leaving the Whites Far Behind Them,” pp. 819-

 840. **EDUCAT**

2-21 Gorn, et al, pp. 197-209, *Major Problems,* Chapter 9 docs 3, 4, 5, 6, 7 pp.245-258 (two students will

 present an overview of a document).

**When Sports were Golden**

2-26 Gorn et al, pp. 188-197, “Jack Dempsey an American Hero in the 1920s” **EDUCAT.**

2-28 *Major Problems,* Chapter 11, docs 1-5 (two students present) and“Red Grange and American

 Sport Heroes of the 1920s” pp. 322-326. Research paper one

**Winter Break**

3-5 No Class

3-7 No Class

**Red and Non Red Olympics/ Sport in the Depression**

3-12 Muscular Marxism at the Chicago Counter Olympics” **EDUCAT (Paper One due)**

3-14 *Major Problems,* “Sport in an Italian American Community,” pp.296-305. And Schultz, “‘A Wager

 Concerning a Diplomatic Pig’: A Crooked Reading of the Floyd of Rosedale Narrative.” 1-21

 **EDUCAT**

**Sport, War, and Prejudice**

3-19 Jay pp. 9-44.

3-21 *Major Problems*, Chapter 13 docs 1 and 2 and “A Lone Negro in the Game: Jackie Robinson’s

 Rookie Season,”pp. 388-395.

**Cold War Sport**

3-26 Jay, pp. 45-78.

3-28 *Major Problems,* “Babe Didrikson Zaharias,” 326-331, “Billy Jean King Remembers Life as an

 Outsider*,”* 347-351*,* and “The All-American Girls Baseball League 1943-1954,”359-368*.*

**The Rise of the Media/ Moving Franchises**

4-2 Jay 79-112.

4-4 Pictorial Essay writing assignment research, *Major Problems,* “Photograph Essay,” pp. 236-240.

**Psychedelic Sport**

4-9 Jay, pp. 113-145.

4-11 *Major Problems,* Chapter 13 doc 3, **(pictorial essay due)**

**Title IX and Picket Lines**

4-16 Jay, pp. 146-178.

4-18 *Major Problems*, Chapter 12 docs 3, 4, 5, and “Women’s Boxing and Related Activities”

 **EDUCAT**

**Global Sport and Futbol**

4-23 Jay, pp. 217-246.

4-25 *Major Problems* Chapter 14 docs 6, and “How Soccer Explains the American Cultural War”

 **EDUCAT**

**Final Exam week**

**Final paper due: May 5, 2019 on exam day**