History of Sports
Course Description

In this online class we will analyze the historical role that Sports have had in society. We will focus on the emergence of modern sports and the role they play in the Americas, paying attention to the connection sports have with imperialism, race and gender. We will analyze baseball, soccer, basketball, netball and tennis in order to understand how their evolution over time is connected with relevant historical processes. Students will learn to think historically, which means that you will be able to see how different sports developed over time, and what are the factors that contribute to the way in which the sport was played, and to its meaning.

Course Objectives

This class will introduced students to Global History, and the way in which historians can analyzed events that affected many areas simultaneously, from the end of the nineteenth century to today. Students will also learn to use a comparative historical approach to understand the different effects events have in a local or global context, which is an important skill in developing global citizens. Finally, students will apply this knowledge to analyze their own experiences in the present to determine how local and global developments intersect their lives.

Learning Outcomes

Upon completion of the course, students will be able to

1. identify the main events that led to the organization of modern sports as a global experience as a global experience through the analysis of soccer, tennis, rugby, baseball, netball, and basketball;
2. analyze historical events and be able to explain how they changed over time and why;
3. compare and contrast the development of modern sports across the Americas;
4. debate about the role that modern sports have historically, and the effect they have had on their lives; and
5. argue the importance of sports in society, and the value that they had in national culture.

Major Topics

History of Modern Sports, Imperialism, Race and Gender as related to sports, globalization.

Texbook

There will be a reader available through CANVAS. All the articles and books' chapters are available in the course's page in a pdf format. Clicking on the link, students can see

Materials

All the readings, videos introducing each unit and each week's readings will be available through Canvas. Each week's readings will also include a presentation explaining the main issues to be analyzed and discussed.

Movies

Basketball:
Hoop Dreams (1994)
Doin' It in the Park (2013)

Baseball:
9 Innings to Ground Zero (2004)
Baseball (2004)
Pelotero (2012)

Soccer:
The Two Escobars (2010)
Bend It Like Beckham (2002)
The other side of Brazil's World Cup (2015)
http://topdocumentaryfilms.com/other-side-brazil-world-cup/
Students will need to read and analyze at least two articles for each week. These are some of the readings included:

**Learning Assessments**

1. Students will demonstrate their ability to connect the information discussed in the readings for each section. They will also demonstrate comparative ability to connect events from different areas. This will be done for weekly discussions (answering leading questions), and short and final exams.

2. Students will need to incorporate everything discussed over the semester into the final assignment. The final question will be conceptual, asking students to analyze one sport across different regions (for example, baseball in Cuba and the US).

3. Over the semester, students will complete short answer assignments related to how sports are a reflection of racial, social and gender attitudes in their communities, and how these relate (or not) to their lives. In addition, they will need to reflect on how knowing and analyzing these facts helps them to understand complex social relationships that are important in daily life, work, and personal relationships (regarding race, gender, and social class).

**Evaluation**

**2 Short Exams:** 20% of the final grade for both exams (3 pages each min.)

**Weekly Online Discussion:** 10% of the final grade.

Your entries should not consist merely in general opinions, feelings, or loose comments about the readings. The journals need to show that you were reading all the material, and reflecting on the main ideas expressed by the different authors we will use this semester. This part of your assignment has to do with your intellectual engagement with the material, and this is what’s important to me in assigning grades. In addition, I need to see in your journal your personal interaction with the material, connections that were important to you about the readings, if you learned something new that is relevant to other courses you are taking, etc. In this sense, you are free to experiment with your ideas. I encourage exploring your thoughts in all directions, without being concerned about the rigid format of a paper. I will not determine your content as long as your journal provides a rich and insightful development of your own ideas. You should consider the following guidelines:

- Do not only write about whether you liked the material or not. If you decide to write about this, you need to explain, and with good reasoning, the cause of your judgment.

- This is not an outlet to express your feelings about the class or readings. It’s perfectly OK to include personal information, but only when it’s relevant to the reading, not in order to fill the pages. For example, if you think that a past personal experience has new meaning because you learned to understand certain circumstances better, then include it, but you need to bear in mind that your discussion should be a reflection of your
intellectual development over the semester.

-I know the material reviewed in the course, so you do not need to give me a summary of its content. You need to provide a personal analysis of it, but don’t just provide a précis of the main issues discussed.

-You should avoid simply repeating things said in class. I keep a record of what we do, and I remember what I said. A journal that is a mere recapitulation of what we did in class will receive an F. As I said, you are encouraged to make entries after class to follow up on what you had previously wrote about the readings of the day. In fact, I really enjoy seeing how students’ thinking changes after exchanging opinions with other students, or after a lecture, but this is a dialogue, not a monologue. Also you are encouraged to express disagreements with all points of view (included mine), as long as you explain your reasoning.

Because of the nature of the journal assignment, you may sometimes find that entries can raise more questions than answers. This is fine, I expect this to be a collection of your stages of insight, so there will be times when your ideas will change or you will contradict:

At the end of your journal I want you to write a final entry evaluating your progress in the class. You can feel free to write an honest evaluation. I guaranteed you would not be punished for its content.

**Group Activity:** it will take place over the last three weeks of class. Students will be organized in groups that will work on different sports (soccer, baseball, tennis, netball, basketball). They will be provided with the original rules of the game. They will need to discussed how many rules have already changed, why, and what they think it should be changed to adjust the game to the present time. This assignment will be completed in the discussion board. Students will need to add every week their ideas about the changes (week one), reasons for it (week two), values implied in the changes (week three). Finally, during final’s week, each student will need to write/record an entry about what they have learned about the relationship between sports and values, and how sports can transform society. (20% of the final grade).

**Essay Exam.** The exam will have open and conceptual questions that will summarize information. This will be the most important component of the grading. (35%)

**Course Policies**

A. Attendance: Attendance is mandatory. Since this is an online class, this means that you need to complete the assignments required for each week.
B. Religious Observance Absence Policy: “Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.” (Anatomy of a Syllabus)

C. Make-Ups: There will be no make-ups for the final exam or papers. No late assignments (daily homework, papers or projects) will be accepted. In the event of an emergency, please contact your instructor immediately; I will be happy to discuss each individual situation with you. If I do not hear from you within 24 hours of your absence, you will automatically receive a 0 in the assignment or test.

D. Recordings, cell phones, and other electronic devices. Classes cannot be audio/videotaped without prior written authorization by instructor. All unauthorized recordings of class are prohibited, as it is the distribution of any of the materials created for this course. Recordings that accommodate individual student needs must be approved in advance and may be used for personal use during the semester only; redistribution is prohibited.

The professor does not give permission to sell notes taken in class or any of the materials created for this course.

Selling or distributing notes, handouts, materials, etc. without authorization or using them for any commercial purpose without the express written permission of the USF System and the instructor is a violation of the USF System’s Student Code of Conduct.

USF System Regulation USF6-026 and Policy No. 0-018, concerning distribution of material and solicitation on campus, prohibit commercial activity on campus with certain expressly enumerated exceptions. Unless authorized by the USF System in advance and explicitly permitted by the instructor, the sale or taking of class notes and/or recordings constitutes unauthorized commercial activity in violation of the foregoing Regulation.

E. Academic Accommodations: Students in need of academic accommodations for a disability may consult with the office of Students with Disabilities Services to arrange appropriate accommodations. Students are required to give reasonable notice prior to requesting an accommodation.

“Any student with a disability is encouraged to meet with the instructor privately during the first week of class to discuss accommodations (See Student responsibilities: http://222.sds.usf.edu/Students.htm). Each student must bring a current Memorandum of Accommodations from the Office of Student Disability Services, which is prerequisite for receiving accommodations. Accommodated examinations through the Office of Student Disability Services require two weeks notice. All course documents are available in alternate format if requested in the student’s Memorandum of Accommodations.” (Anatomy of a Syllabus).
F. Incompletes: “Incomplete grades should only be granted when, due to circumstances beyond the control of the student, only a small portion of the required work remains undone and the student is otherwise passing the course” (Anatomy of a Syllabus)

G. Plagiarism:

Plagiarism is a serious offense carry the penalty of at least an F on the assignment, up to the maximum penalty of expulsion from the university. For your reference, here is the definition given in your student handbook. You should read the entire section, on page twelve, before writing your papers, to make sure that you understand how to make proper use of quotations. Please come talk to me if you have any doubts.

Plagiarism is defined as 'literary theft' and consists of the unattributed quotation of the exact words of a published text or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, web sites, email, or oral sources, each quotation, as well as ideas and facts must be attributed to its author by means of the appropriate citation procedure.

“THE UNIVERSITY OF SOUTH FLORIDA HAS AN ACCOUNT WITH AN AUTOMATED PLAGIARISM DETECTION SERVICE, WHICH ALLOWS INSTRUCTORS TO SUBMIT STUDENT ASSIGNMENTS TO BE CHECKED FOR PLAGIARISM. I RESERVE THE RIGHT TO 1) REQUEST THAT ASSIGNMENTS BE SUBMITTED TO ME AS ELECTRONIC FILES AND 2) ELECTRONICALLY SUBMIT ASSIGNMENTS TO TURNITIN.COM. ASSIGNMENTS ARE COMPARED AUTOMATICALLY WITH A HUGE DATABASE OF JOURNAL ARTICLES, WEB ARTICLES, AND PREVIOUSLY SUBMITTED PAPERS. THE INSTRUCTOR RECEIVES A REPORT SHOWING EXACTLY HOW A STUDENT’S PAPER WAS PLAGIARIZED. FOR MORE INFORMATION, GO TO: http://www.turnitin.com/ AND
http://www.ugs.usf.edu/catalogs/0304/adadap.htm#plagiarism

Canvas

Canvas will be the initial port of call for questions and comments. Make sure that you can access Canvas and that you check the course’s page every day. If additions or changes are made to the syllabus or class requirements, I will post an announcement. In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Illuminate, Skype, and email messaging and/or an alternate schedule. It is the responsibility of the student to monitor our Canvas page for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

Email
I check my email several times a day throughout the workweek, with the greatest frequency between mid-afternoon and the evening. Please do not assume, however, that I will be checking emails from students during evenings and weekends, and I don’t do so via my handset. Moreover, you cannot assume that I will respond immediately. In other words, as much as I’d like to be I am not instantly available to you. Additionally, I strongly encourage students to proofread their emails before sending, and to respect the niceties appropriate to the professor-student and student-graduate assistant relationships.
Weekly Plan

Video: Introduction to the Course

Module 1: Modern Sports

Video: Introduction to Module 1

Week 1:

Presentation 1

Readings

The Origins of Modern Sports and its meaning


Presentation 2

Week 2:

Sports and Ethics: Performance Enhancers and the Culture of Honor


**Week 3:**


* Highlighted readings are the ones you will need to incorporate in your weekly discussion for this week. They are not mentioned in the presentations. This assignments will reflect your ability to grasp the concepts introduced in the module.
Module 2: Sports, Imperialism and Colonialism

Week 4:


Week 5:

Sports and Imperialism in the US:

Week 6:

**Presentation 4**

**Week 7:**


**Week 8:**


**Week 9:**


* Highlighted readings are the ones you will need to incorporate in your weekly discussion for this week. They are not mentioned in the presentations. These assignments will reflect your ability to grasp the concepts introduced in the module.

**Presentation 5**

**Week 10:**


* Highlighted readings are the ones you will need to incorporate in your weekly discussion for this week. They are not mentioned in the presentations. These assignments will reflect your ability to grasp the concepts introduced in the module.

**Week 11:**


http://www.nytimes.com/interactive/2014/06/15/sports/worldcup/how-we-play.html?_r=0


Week 12:


Week 13:

Week 14:
Knijnik, Jorge. "Gendered Barriers to Brazilian Female Football: Twentieth Century Legacies."


* Highlighted readings are the ones you will need to incorporate in your weekly discussion for this week. They are not mentioned in the presentations. These assignments will reflect your ability to grasp the concepts introduced in the module.

**Week 15:**

**Presentation 9**


1943-1954
All-American Girls Professional Baseball League