

# HIST R124: SPORTS IN AMERICAN HISTORY

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**Originator**

jlieser

**College**

Oxnard College

**Discipline (CB01A)**

HIST - History

**Course Number (CB01B)**

R124

**Course Title (CB02)**

Sports in American History

**Banner/Short Title**

Sports in American History

**Credit Type**

Credit

**Start Term**

Fall 2021

**Catalog Course Description**

This course is a survey of sports as a reflection of American cultural development, race and gender relations, American foreign policy, and political and social change through the 19th and 20th centuries. The course examines the development of American life through an examination of the literature, journalism, history, film, and art of sports.

**Taxonomy of Programs (TOP) Code (CB03)**

2205.00 - History

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

B (Transferable to CSU only)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

May be required

**Grading method**

Letter Graded

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours****Carnegie Unit Override**

No

**In-Class****Lecture****Minimum Contact/In-Class Lecture Hours**

52.5

**Maximum Contact/In-Class Lecture Hours**

52.5

**Activity****Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

**Total Maximum Contact/In-Class Hours**

52.5

**Outside-of-Class****Internship/Cooperative Work Experience**

**Paid**

**Unpaid**

## **Total Outside-of-Class**

**Total Outside-of-Class**

**Minimum Outside-of-Class Hours**

105

**Maximum Outside-of-Class Hours**

105

## **Total Student Learning**

**Total Student Learning**

**Total Minimum Student Learning Hours**

157.5

**Total Maximum Student Learning Hours**

157.5

**Minimum Units (CB07)**

3

**Maximum Units (CB06)**

3

## **Student Learning Outcomes (CSLOs)**

**Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | Students will evaluate major movements, trends, and developments of American Sports History.  |
| 2 | Students will to discuss, either in writing or verbally, the historical forces (e.g., religion, economics, politics, social stratification, gender, individual actors, technology, intellectual and aesthetic thought, etc.) behind the major movements, trends, and developments of American Sports History. |

## **Course Objectives**

**Upon satisfactory completion of the course, students will be able to:**

- |    |   |
|----|---|
| 1  | Classify, compare, and contrast cultural concepts through the course of American History.         |
| 2  | Differentiate between cultural concepts and practices through the course of American history.     |
| 3  | Appraise the relative relationship between sports and American culture.                           |
| 4  | Evaluate cultural concepts and practices in the context of sports history.                        |
| 5  | Evaluate the causes of cultural change as related to sports history.                              |
| 6  | Describe and illustrate the factors contributing to modern American culture as related to sports. |
| 7  | Distinguish and interpret changes in American life as related to sports.                          |
| 8  | Appraise the general theories related to the relationship between sports and culture.             |
| 9  | Describe and analyze the factors contributing to American cultural development.                   |
| 10 | Consider the relationship between American foreign policy and sports.                             |
| 11 | Describe and analyze the historical relationship between sports and economics in America.         |

## **Course Content**

### **Lecture/Course Content**

1. Pre-Modern and Modern American Sports
  - a. Pre-modern and modern sport definitions and comparisons.
  - b. Pre-modern sports as disorganized and often brutal contests.
  - c. Socio-economic and technological factors that arose in the nineteenth century that gave rise to modern sports.

- d. Concurrent operation of sports such as harness racing, boxing, rat pits, and marathoning as examples of how and why pre-modern and modern sports co-existed into the early twentieth century.
2. Social Class and Sports in Nineteenth Century America
  - a. The meaning of sport in the lives of working-, middle-, and upper-class Americans in the late nineteenth century.
  - b. Capitalism and technology furthered class divisions in America and in sport.
  - c. Modes of social control exhibited through sport onto working-class Americans.
  - d. Instrumental role that a class-paranoid American middle-class played in furthering the development of organized sport.
  - e. Socio-economic trends as the bicycling fad, the country club explosion, and the park movement as examples of contrived community and increasing social segregation.
3. The Commercialization and Professionalization of American Sports, 1840-1920
  - a. The first semi-professional and professional sports which started in the mid-nineteenth century.
  - b. The early origins and development of baseball in America.
  - c. The social, economic, and cultural reasons that baseball emerged as the national game by the end of the nineteenth century.
  - d. The relationship between and among athletes, team management, individual spectators, and communities in early professional sports.
  - e. Changes in technology and the American economy and the commercialization of sport through the creation of mail-order catalogues, department stores, sporting-goods companies, the mass media, and mass advertising.
4. The Amateur Ideal to 1920: Class, Masculinity, and American Ingenuity
  - a. The socio-economic origins and meaning of the Amateur Ideal in America.
  - b. The Amateur Ideal for its unique appeal to the middle class.
  - c. The Amateur Ideal as theory and its application in collegiate and Olympic sport.
  - d. Growing concerns over the loss of masculinity in the late nineteenth century and how this impacts the growth of certain more violent sports.
  - e. How and why ingenuity in sport was a unique American trait.
5. Women: Spectators and Participants in American Sport, 1840-1920
  - a. Class differences for women participation in sports in the late nineteenth and early twentieth centuries.
  - b. Gender stereotypes that pervaded American society in the late nineteenth and early twentieth centuries.
  - c. How women both lived up to those stereotypes and struggled to break those barriers through sport.
  - d. Women writers (when addressing sport) in the late nineteenth century as examples of early feminism.
  - e. How women spectators were as significant to breaking gender stereotypes and women participation in sport.
  - f. The role of the country club in promoting women's competitive sport.
  - g. Major women athletes and women's sports that gave women a place, albeit a small one, in the growing pantheon of American sport.
6. Race and Ethnicity in American Sport, 1840-1920
  - a. The types of sports immigrants brought with them and how they shaped America.
  - b. Different roles sports played and meaning of games between first- and second-generation Americans.
  - c. How racial minorities and immigrants found opportunities to play sports limited by discrimination.
  - d. The pros and cons of cultural assimilation through sport and how this enabled some immigrants to become "Americans" much faster than others.
  - e. The gentlemen's agreement, Oorang Indians of the NFL, and Jack Johnson as examples of the limitations to assimilation and continuing discrimination in sport and society.
7. The Age of Heroes: Homogenizing America
  - a. The absence of the frontier and World War I as reasons why Americans started looking to sports for their heroes during the 1920s.
  - b. The impact that the Age of Heroes had on homogenizing America.
  - c. How technological changes furthered heroes.
  - d. Problems and difficult adjustments that faced communities in the face of national sports and national heroes.
  - e. Economic impacts of heroes in consumer culture.
8. The New Woman and Old Stereotypes, Gender and Sport to 1960
  - a. The meaning of the New Woman in society and sport.
  - b. The first women athletes as national heroes and understand their limitations as compared to white men.
  - c. The role of collegiate athletics in both furthering gender stereotypes and breaking new ground for women.
  - d. The origins and development of women's professional teams and leagues (LPGA and the All-American Girls' Professional Softball (later Baseball) League).
  - e. The economics of women in sports.
9. Assimilation and Breaking Barriers: Ethnicity and Race in American Sport to 1960
  - a. The development and meaning of separate ethnic and racial teams and leagues such as the Negro Leagues, Harlem Globetrotters, and the House of David baseball team.
  - b. Ways in which integration of sports and ways were a slow and difficult process by examining the cases of the Joe Louis and Jesse Owens.

- c. Collegiate and professional players such as Benny Friedman, Andy Cohen, Hank Greenberg, and Tony Lazzeri and their roles as athletes, role models to assimilation, and gate pullers.
  - d. Outcomes of Jackie Robinson breaking the color barrier in baseball in 1947.
  - e. Speed, depth, and impact of integration in American sports at the professional and collegiate level in the 1950s.
  - f. Racism and ethnic discrimination in sport and the contradictions of Cold War American ideals of democracy, equality, and opportunity.
10. Community and Sport
    - a. The place that sport holds within communities and how it changed over the twentieth century.
    - b. Social and economic impacts of having a professional franchise in a community.
    - c. Contrived community and whether or not modern sports are contrived or expressions of true community.
    - d. The impact of minor and major league franchises to a host community.
  11. Early Television and American Sport
    - a. How radio and television changed the economic possibilities of American sport.
    - b. Changes to sport in America brought on by television revenue.
    - c. New technologies in enhancing broadcasts of sports on television.
    - d. How television has helped some sports attain national prominence while doing little or nothing (even hurting some) others.
    - e. Impact of television on local prep, collegiate, and semi-professional teams and leagues.
    - f. Pseudo-sports (wrestling, roller derby) and the way they capitalize on the American sporting dollar through television.
    - g. Positive and negative effects of televised sport on community.
  12. The New Athlete: New Ideas and Problems in Sport
    - a. How and why steroids and other performance-enhancing drugs have become so prevalent in contemporary sport.
    - b. Pros and cons of labor unions in sports.
    - c. Promotion of sport through players and teams, why mass marketing of athletes has taken off so much in the past few decades.
    - d. Athletes in the pre-television era compared with those of the last few decades in terms of on and off-field behavior and national expectations and perceptions.
  13. Gender Equity? Women and Sport since 1960
    - a. Role of individual athletes such as Billie Jean King and their impact on gender equity in professional and amateur sport.
    - b. Women's collegiate and prep sport before Title IX.
    - c. Title IX's original intent, enforcement, and degree of success.
    - d. How and why women are increasingly used as sex objects in sport and how this affects their legitimacy in sport.
    - e. The stereotype of the lesbian female athlete and the way it continues to hurt women's sport.
    - f. Problems that women's professional sport faces today versus the origins of early men's professional sports.
  14. Race, Class, and Sport Since 1960: The American Dream or Nightmare?
    - a. History of the black quarterback and lingering racism within integrated sport.
    - b. Black Power, the 1968 Olympics, and popular attitudes toward the modern black athlete.
    - c. How Tiger Woods and Michael Jordan have transcended the stigma of race while other black superstars have not been accepted by the media and consumers.
    - d. Muhammad Ali and his place as role model and mirror of the new Black athlete in the 1960s.
    - e. How collegiate sports have offered racial minorities many new opportunities but they come with a terrifically high price.
    - f. The pros and cons of the shoe companies and youth basketball camps.
  15. Sports and their Meaning to Contemporary America: From Soccer Moms to Super Sunday
    - a. Cultural, economic, and social significance of major sporting events.
    - b. The reasons behind a growing animosity in regard to professional sports and the increasing trend to celebrate minor-league and alternative (X Games) sports.
    - c. Sport and recreation's place in the daily life of all American, from soccer moms to armchair quarterbacks.
    - d. Baseball's role in America, the national pastime or national has been.
    - e. The impact of gambling and crime on sport.
    - f. Failures, successes, and promise of sport in modern America.
    - g. The economics of modern sports

#### Laboratory or Activity Content

None

#### Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

Essay exams  
Essays  
Group projects  
Individual projects  
Objective exams  
Quizzes  
Reports/papers  
Research papers

## **Instructional Methodology**

**Specify the methods of instruction that may be employed in this course**

Audio-visual presentations  
Collaborative group work  
Class activities  
Class discussions  
Distance Education  
Group discussions  
Instructor-guided interpretation and analysis  
Instructor-guided use of technology  
Internet research  
Lecture

**Describe specific examples of the methods the instructor will use:**

1. The instructor will use interactive PowerPoint activities centered on course material in class. These lectures will give students a foundation from which to scaffold higher critical thinking skills on the topic.
2. The students will write argumentative papers that use critical thinking to choose a side in an historiographical debate and investigate the relevant primary sources needed to support their chosen position.
3. Guided and focused discussions of representative historical events. These discussions will solicit student opinions on the relationship between primary and secondary sources relevant to the topic.

## **Representative Course Assignments**

### **Writing Assignments**

1. Homework assignment such as a report on the rise of sport participation in America by women.
2. Research Paper such as a description and analysis of the use of baseball by U.S. as a tool of foreign policy.

### **Critical Thinking Assignments**

1. Students engage in scholarly debates through discussion posts with classmates and instructor on the question of the role of race in American sports history.
2. Students will participate in class and small group discussions debating the causes of the rise of popularity of certain sports versus that of others.

### **Reading Assignments**

1. Weekly reading of assigned textbook chapters.
2. Study and analyze historical documents such as "Justice Thurgood Marshall Dissents in the Curt Flood Case" or "Counsel George S. Messersmith Advises U.S. to Boycott the 1936 Olympics in Berlin."
3. Reading of first person accounts such as letters and diaries of athletes.

### **Other assignments (if applicable)**

1. Internet Research such as the study of articles and documents in the digital archives maintained by Cornell University library.
2. Watching and evaluating documentaries for the purpose of writing a review or report and also for the purpose of supplementing the perspectives provided by the lectures and assigned readings.

## Outside Assignments

### Representative Outside Assignments

1. Internet Research such as the study of articles and documents in the digital archives maintained by Cornell University library.
2. Watching and evaluating documentaries for the purpose of writing a review or report and also for the purpose of supplementing the perspectives provided by the lectures and assigned readings.
3. Weekly reading of assigned textbook chapters tied to lecture content.
4. Study and analyze historical documents such as "Justice Thurgood Marshall Dissents in the Curt Flood Case" or "Counsel George S. Messersmith Advises U.S. to Boycott the 1936 Olympics in Berlin."
5. Reading of first person accounts such as letters and diaries of athletes.
6. The students will write argumentative papers that use critical thinking to choose a side in an historiographical debate and investigate the relevant primary sources needed to support their chosen position.

## District General Education

### A. Natural Sciences

### B. Social and Behavioral Sciences

### C. Humanities

### D. Language and Rationality

### E. Health and Physical Education/Kinesiology

### F. Ethnic Studies/Gender Studies

## CSU GE-Breadth

### Area A: English Language Communication and Critical Thinking

### Area B: Scientific Inquiry and Quantitative Reasoning

### Area C: Arts and Humanities

### Area D: Social Sciences

### Area E: Lifelong Learning and Self-Development

## CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

## IGETC

### Area 1: English Communication

### Area 2A: Mathematical Concepts & Quantitative Reasoning

### Area 3: Arts and Humanities

### Area 4: Social and Behavioral Sciences

### Area 5: Physical and Biological Sciences

### Area 6: Languages Other than English (LOTE)

## Textbooks and Lab Manuals

### Resource Type

Textbook

Description

Reiss, Steven A. *Major Problems in American Sport History, 2nd or (Latest Edition)*. Stamford, Cengage 2014 or Latest Edition. 1133311083

Resource Type

Textbook

Description

Davies, Richard O. *Sports in American Life* 3rd or Latest Edition. Malden, Wiley-Blackwell 2016 or Latest Edition.

Resource Type

Textbook

Description

Rader, Benjamin G., Grundy, Pamela. *American Sports* (8th or Latest Edition). Lincoln, Pearson 2018.

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (51%–99% online)  
Hybrid (1%–50% online)  
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will post a discussion board topic and they will respond to two classmates with the intent for dialog.
Other DE (e.g., recorded lectures)	Students will watch online lecture videos.
Video Conferencing	Video tools such as ConferZoom may be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Student-to-student group meetings will also be encouraged.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will post a discussion board topic and they will respond to two classmates with the intent for dialog.



Other DE (e.g., recorded lectures) Video Conferencing	Students will watch online lecture videos. Video tools such as ConferZoom may be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Student-to-student group meetings will also be encouraged.
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**100% online Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will post a discussion board topic and they will respond to two classmates with the intent for dialog.
Other DE (e.g., recorded lectures) Video Conferencing	Students will watch online lecture videos. Video tools such as ConferZoom may be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Student-to-student group meetings will also be encouraged.

**Examinations****Hybrid (1%–50% online) Modality**

Online  
On campus

**Hybrid (51%–99% online) Modality**

Online  
On campus

**Primary Minimum Qualification**

HISTORY

**Review and Approval Dates****Department Chair**

08/25/2020

**Dean**

08/25/2020

**Technical Review**

09/09/2020

**Curriculum Committee**

09/09/2020

**Curriculum Committee**

11/25/2020

**CCCCO**

MM/DD/YYYY

**Control Number**

CCC000570367

**DOE/accreditation approval date**

MM/DD/YYYY