

**UNDERGRADUATE CURRICULUM COMMITTEE
NEW COURSE PROPOSAL FORM**

Does this proposal affect Liberal Learning requirements? Yes x No

1. Title of Course: **Sports in America**

Proposed Course Number (cleared with Registrar): **HIST 215**

Prerequisite Courses: **None**

Catalogue Description (including credits, lecture, and lab hours):

Hist 215 (3-3-0)

This course exams the role organized games and sports such as boxing, baseball, and football have played in American history and how they have become an institution that serves to define American society and identity. Subjects covered by the course include the role of sports in defining manliness in American culture and the shift from popular interest in baseball to football as America industrialized and urbanized.

Is the course cross-listed? If so, what is the number of the other course? **No.**

****A proposed syllabus, including complete text and/or reference information, as well as any relevant information to this decision, must be appended. NOTE: All affected department chairs must sign approval on last page.**

2. For whom is the course primarily intended? Explain why it should be added to the curriculum.

This course is an Area of Inquiry course aimed at non-history majors, with the express purpose of exposing students to the development and evolution of a major American political institution. This also allows the History Department to offer a course under the category of "Identity, Institutions, and Societies.

3. If this course is required, append a description of how the course fits into the curriculum. Indicate how it affects hours required for graduation.

The course serves to expose students to how sports mirror the institutional structures of American society and the fluid roles that athletes have played in defining that society over time.

4. Has this course been offered previously as a special topics course? If so, when? What course number was used?

No.

5. Has this course, or one closely related to it, been offered at CNU previously? If so, is that course currently being offered? How does the proposed course differ? When is the last term the old course will be offered?

This is a new course not previously offered.

6. What is the anticipated enrollment per offering for the next three years?

We will cap enrollment at 19 students per section, but anticipate offering two to three sections a semester

During which term will this course first be offered?

Fall 2007

During which semesters will this course regularly be offered?

At least once a school year: each semester if enrollments dictate it.

7. How will the course be staffed?

This course will be taught by Dr. Nigel Sellars, whose academic specialties include the 20th Century American history. He has a particular interest in sports, having played lacrosse in a college club side and worked as a sports reporter. He also was the teaching assistant to Dr. Stephen Norwood, who taught a similar class at the University of Oklahoma.

8. Does the course involve a particular classroom, special equipment, or costs beyond those usually associated with a course at CNU? If so, please explain. **No.**

9. Is the course repeatable for additional credit? If so, is there a limit to the number of times the course can be repeated? (e.g., applied music courses): **No, it is not repeatable.**

10. If this course is for an Area of Inquiry

a. Identify the Area of Inquiry **Identity. Institutions and Society**

b. Demonstrate how your course will meet the objectives of this Area of Inquiry

By examining sports historically, students will see how sports mirror institutional development and structures in American history, especially the shift from agrarian to urban –industrial society. The course also exposes to the role athletics play in forming moral values and gender roles in societies across time.

This course was approved by:

(Liberal Learning core courses must be reviewed by BOTH academic Deans.)

Concur

Do Not

Concur**

Department(s): (1)	_____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
(2)	_____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
College Curriculum Committee:	_____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
Dean:	_____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
Dean:	_____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
Undergraduate Curriculum Committee:	_____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>

Changes to the Liberal Learning requirements must be reviewed by the Faculty Senate.

Faculty Senate President:	_____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
Provost	_____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>

Distribution by Provost Office following approval:
Department Chair(s), UCC Chair, Deans, Registrar

**** If “Do Not Concur” is checked, please attach a statement of explanation.**

Department HIST

Course Number 215

Course Name: **Sports in America**

Check box for Honors course consideration ☐

Submission Checklist

Proposal _____

Syllabus _____

UCC Proposal for new course _____

AREA OF INQUIRY

IDENTITY, INSTITUTIONS AND SOCIETIES

This form must be submitted to the Liberal Learning Council as part of the submission process.

Please attach a proposed syllabus for this course and the Undergraduate Curriculum Course Proposal Form, if new course.

DEADLINE FOR PROPOSALS: 1 October 2006

Please answer the following questions:

Check Only One:

◇ This course is an existing course (in the current curriculum) that we are now proposing for this Area of Inquiry.

X This is a new course that we are now proposing for this Area of Inquiry.

1. Name and contact information of the curriculum point person for the department administrating this course.

Dr. Andrew J. Falk (falk@cnu.edu)

2. In any given semester, how many sections of this course is your department willing to offer?

Two or Three

3. Why is this course being offered/what is it designed to achieve (Course purpose/goal)?

This course is an Area of Inquiry course aimed at non-history majors, with the express purpose of exposing students to the development and evolution of a major American social institution.

4. Check the learner objectives below that the course will address. The first objective is required and every proposal must include at least two more objectives from the list below.
- ☒ a.) Identify concepts, patterns, and issues that affect the organization of societies, shape individual thought, or shape social mores (**required**)
 - ◊ b.) Compare and contrast the effects of these concepts, patterns and issues on individuals, cultural institutions, or societies
 - ☒ c.) Identify an institutional or societal structure (or structures) and its (or their) influence on individuals
 - ☒ d.) Explain the fluid role of the individual within society (reflecting the multiple and sometimes contradictory roles of individuals within society)
 - ◊ e.) Recognize the influence of societal or cultural context on self and others as individuals
 - ◊ f.) Objectively and critically evaluate concepts of self and individuality

5. Briefly explain how this class addresses each objective checked in #4. Be sure to indicate the objective by its letter. A course may cover more than three objectives.

Objective a :

The course examines the role organized games and sports such as boxing, baseball, and football have played in American history and how they have become an institution that serves to define American society and individual identity.

Objective c :

For example, the subjects covered by the course include the role of sports in defining manliness in American culture over time and how the shift from popular interest in baseball to football reflects an American industrialized and urbanized society.

Objective d :

The course will examine issues such as the mythology of baseball as the national pastime, but which relegated African-American to secondary roles and how black players such as Jackie Robinson and Josh Gibson responded. It will look at how the public persona of sports heroes, such as Ty Cobb, differed widely from their private personas.

6. Course Assessment: **Check below how this course will accomplish the objectives in #5 (choose at least one).**

- ☒ Participating in class discussion and debate
- ◊ Engaging in teamwork and other collaborative exercises
- ☒ Writing analytical or evaluative papers, perhaps incorporating original research
- ◊ Making oral presentations
- ◊ Creating an artistic product or a performance
- ◊ Participating in fieldwork
- ◊ Other means – please identify

7. Attach a proposed syllabus, which includes a statement of purpose, course objectives, and how these objectives will be accomplished.
8. Explain how this course connects to Vision 2010 – the CNU Strategic Plan (<http://www.cnu.edu/Vision2010> The links are down the left side of the page.)

The course will provide an intellectually challenging and dynamic liberal learning curriculum, by challenging students to analyze and critically examine an aspect of their culture they might take for granted in most contexts. As a result, the course should spur students to develop a genuine interest and curiosity about the cultural and social institutions that shape the values, such as human freedom, of their world. By exposing students to a wide array of ideas, the course should encourage students to look beyond limited ways of thinking and make those students literate in diverse areas of knowledge, which should encourage them to pursue knowledge across several disciplines. Such students will then see all aspects of life, including play and recreation, as logical and noble areas of inquiry to last beyond their own lifetimes, which should be enriched and honorable as a result.

Sample Syllabus for
History 215: Sports in America
Instructor: Dr. Nigel Sellars

PURPOSE: This course will examine the development of leisure and sport from the colonial era to the present. It will incorporate cultural, social, political, and economic factors such as industrialization, class, race, gender, ethnicity, religion, and region to see how Americans have perceived, thought about, supported and condemned sports over time. Sports such as baseball and football will be the main focus, but the class will also look at boxing, track and field, golf, basketball, and hockey as well as other sports.

REQUIRED TEXTS:

Rader, Benjamin G. 1983. *American Sports, from the Age of Folk Games to the Age of Spectators*. Englewood Cliffs, N.J.: Prentice Hall.
Jules Tygiel, *Past Times: Baseball as History*, Oxford Univ. Press, 2000
Steven A. Riess, *Major Problems in American Sport History*, Houghton, Mifflin. 1997.
Susan E. Cayleff. *Babe: The Life and Legend of Babe Didrikson Zaharias*, U. of Illinois. 1995.
H. G. Bissinger, *Friday Night Lights*, De Capo Press. 1990.

REQUIREMENTS: The student's final grade will depend on his or her performance on three examinations, a short written paper three in-class writing assignments and ten short reading quizzes. Students must also complete a 1500 word minimum (no maximum) paper on a topic involving the American Presidency. You may choose any topic, but the instructor must first approve it. I do this only to insure no duplication as we have limited resources to work with in our library. Extensive instructions on the paper are included with the syllabus. For the total values of these assignments, see GRADING section below.

EXAMS: The exams each cover one-third of the course. Tests will be given roughly every six to seven days and will consist of two to three essay questions from which the student must answer one major essay, one minor essay, and a set of 25 fill-in the blank identifications. The final exam is not a comprehensive exam, but will be more heavily weighted. All tests are closed book and no class notes or other study aids may be used. Grades are based on a scale of 0 to 100, with 'A' as the highest grade and 'F' as the lowest.

Regarding Make-Up Exams: Make-up examinations are only given with a written excuse absence and must be taken from 4 to 6 p.m. on April 28 in McMurran 202. You must make arrangements with me to take a make-up. Students may be excused only for required attendance at a college-sponsored event, illness or accident, a death or emergency in your immediate family, or similar situations. Do not ask me to excuse you because the test interferes with your skiing, auto racing, Orioles, Nationals, Capitols or Redskins game, and etc. trip. Students must provide written proof such as a doctor's note and give it the instructor. Students who fail to bring an excuse for a missed exam will receive a grade of Zero for that test. If you would rather not take a make-up exam, you may choose to have your other test grade or your paper grade, whichever is lower, count twice.

WRITING ASSIGNMENT: The ability to express oneself in concise standard English is both an important component of this class and a necessary requirement for success in life. Developing critical thinking and the ability to express oneself clearly both orally and in writing are also primary objectives of the course.

You will write a short paper of a minimum of 1500 words regarding a topic regarding the history of American Sports. The papers are research pieces to make you think about the concept of history. For example, you may wish to argue why some person or event was, or was not, important and explain why.

The focus of the paper is to discuss, analyze, and draw conclusions on the historical topic you have selected. These papers must be original to this class. You must use at least six outside sources. Only one source may be an Internet source unless it is a primary source document or originally appeared in a print version. Electronic databases such as JSTOR do not count as Internet sources, nor do electronic versions of newspapers, e-Books or online scholarly journals. Personal web pages, blogs, and the like, however, **do** count as Internet sources, although images captured from those sites can serve as primary sources. **Do not** use images in the paper except in an attached appendix.

These must be annotated using *footnotes* or *endnotes* as described in Turabian's or Hacker's handbooks on writing papers in the Chicago Manual of Style. **Do not use MLA or APA style citation** [the ones using parentheses like this (Source, page number)].

You may **not** submit a paper you have submitted for another class, nor may you simply rewrite such a paper. Should the instructor learn this is not original to this class, you will receive a zero grade for the assignment. Similarly, plagiarized [or purchased papers such as are available on the Internet] will result in an immediate score of "Zero" for the assignment, and an F for the class. and possible further disciplinary action including suspension or expulsion from CNU. Please see section on Cheating below.

Rough drafts are not mandatory, but do help. If you would like me to review a rough draft, you must give me a copy by the deadline date in the schedule. I will not examine rough drafts after that date because of time constraints.

Papers will be graded for content and for technical correctness (grammar, punctuation, syntax, etc.), so proofread please.

I will not accept late papers unless you have made prior arrangements with me! If you can't make the deadline, let me know ahead of time as we can then make arrangements.

QUIZZES: Quizzes will be given roughly once a week and are multiple choice. Only seven quizzes will count toward the final grade. You cannot, repeat, cannot, make up quizzes until the make-up date and then only if you do not have seven quiz scores to begin with (i.e., if you have only six quiz scores, you may make up one quiz, etc. Which quiz you may make up is my choice.)

IN-CLASS WRITING ASSIGNMENTS: You will also have three in-class "free writing" assignments in which you will discuss a question posed by the professor. These assignments are designed to make you think about a topic as historical and will be graded on a scale of "Poor"[10 points or less] to "Excellent"[20 points], with a possible 60 points total, or 5 percent of your final grade. You cannot make up a writing assignment except during the final make-up session

GRADING: The course grade will be based on the following:

Three Tests – (Scored 0 to 100 points each; 50 basement score on first test only)

Test 1 & Test 2: each 20 percent of grade.

Final: 30 percent of grade

Writing Assignment – maximum of 100 points, 20 percent of grade

In-class writing - maximum of 60 points, 5 percent of grade

Seven Quizzes – maximum of 70 points total, 5 percent of grade

GRADING SCALE

97-100: A (Excellent)

93-96: A-

90-92: B+

87-89: B (Very Good)

85-88: B-

82-84: C+

78-81: C (Average)

75-77: C-

72-74: D+

69-71: D (Serious problems)

65-68: D-

0-64: F (Failing)

CHEATING: Cheating will not be tolerated. Students caught looking at the exams of others will have their bluebooks taken up and they will receive a grade of Zero for that test. Students who use premeditated cheating techniques, such as prepared bluebooks or who plagiarize sections of the textbook or other books will face charges before an academic misconduct board and could be suspended or expelled from the college. Plagiarism on your term paper will result in a zero for the paper and an immediate F for the course, in addition to academic misconduct charges. For your information, plagiarism is the wide scale use of word-for-word sections of the textbook or another work without saying where that material came from and which the student attempts to pass off as his or her own work. If you must quote from the text or another work, clearly note that the material comes from the textbook. Otherwise, learn to say the same things in your own words.

ABSENCES: Attendance will be taken. Because tests are drawn both from the lectures and the textbook and because 10 percent of your grade comes from in-class assignments, it is advisable to attend class on a regular basis. If absenteeism becomes a chronic problem, it will affect your grade accordingly. Chronic absenteeism will lower your grade by at least one letter grade.

CLASSROOM BEHAVIOR: In recent years, classroom behavior at CNU has deteriorated. In response to this problem, the University has added the following statement to the University Handbook: "Students are expected to behave in a manner consistent with the decorum necessary for successful teaching and respect for the rights of others. Disruptive behavior, late arrival and early departure, profanity, disrespect for others and conversation unrelated to the class are unacceptable. The professor in the class will remove students from the class for that period who act in this manner. Recurring problems may be referred to the President or the President's designate for an Interim Suspension" (Section VI.F.3.). Each of you owes your classmates the full courtesy and respect that is his or her due. Each of you has a responsibility to your classmates to see to it that there is maximum opportunity for learning.

Class Decorum: The following may not be brought into this class: recording devices, beepers, radios, all food and drink, chewing gum, and any lighted cigars, cigarettes, or pipes. Cell phones *must be turned off inside* the classroom. Additionally, no hats or other head coverings may be worn in class, unless the hats or head coverings are worn either for a religious purpose or for medical reasons. *If, for some unavoidable reason, students either arrive late for class or have to leave early, they are asked to do so with as little disruption to the class as possible.*

DISABLED AND SPECIAL NEEDS STUDENTS: Christopher Newport University complies with Section 504 of Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need accommodations should make requests with the Academic Advising Center, located in the McMurran Annex, Ph. 594-8763. Your request must be on record with the center to receive special accommodations.

The CNU Writing Center

The CNU Writing Center, located in Ratcliffe Hall 110, is a University office with consultants who can assist students at any stage of the writing process, from formulating ideas, to development of ideas, to improving a final draft. The Center is not a proof reading service, but its consultants can help students to recognize and correct grammar and punctuation errors in their work. The telephone number of the Writing Center is University phone line 4-7684 (594-7684). Its email addressiswcenter@cnu.edu. Students may make appointments at the Writing Center and visit its website <http://www.cnu.edu/wcenter/index.htm>. From time to time the Writing Center offers workshops on writing, which students may find helpful. Students are advised to check directly with the Writing Center for its fall operating schedule.

The CNU Captain John Smith Library is an important resource that all students are encouraged to use on a regular basis.

TOPICS for Sports in America

Week 1: Sports And Modernization Theory; American Indian Sport; Colonial Pastimes and Sportsmen

Week 2: The Rise of Organized Sports & the Growth of Sport
Riess, 82-110

Week 3: Baseball A Mirror on American History
Rader, 49-63; 153-171; Riess, 90-93; 103-110; 223-230; 213-222.

Week 4: The National Pastime
Tygiel, all.

First Exam:

Week 5 John L. Sullivan and the Rise of Boxing
Rader, 64-79; Riess, 54-56; 207-208; 230-237.

Week 6 The Rise of Collegiate Sports & The First Great Collegiate Football Era
Rader, 81-97, 172-189; Riess 113-139.

Week 7: Sports and the American Society, 1880-1920; The Growth of Golf
Rader, 98-132 ; Riess 140-167

Week 8: The 1920s Sports Boom
Rader, 133-151, 191-205, 309-337.

Second Exam

Week 9: Sport and Race: Segregation, Integration & Beyond
Rader, 292-303; Riess, 278-307, 370-399.

Week 10: Women and Sports,
Cayleff, all; Rader, 207-223; 303-314; Riess, 234-277, 338-369

Week 11: The Modern Olympics, The Sports Society & the Media
Rader, 224-240, 261-275, Riess; 417-425.

Week 12: The Rise & Dominance of Football, (Paper Due)
Rader, 241-259; Bissinger, all

Week 13: The Rise of Basketball
Rader, 256-259; 268-275; Guttmann, 70-82.

Week 14: Hockey; Labor & Business
Rader, 276-291; 315-333

Final

FACULTY COUNCIL ON LIBERAL LEARNING: AREA OF INQUIRY COURSE APPROVAL FORM

PART A:

Course Number and Title: HIST 2xx Sports in America

Department: History

Date of Faculty Council Vote:

PART B:

Area of Inquiry: Check One

- ☐ Western Traditions
- ☐ Global and Multicultural Perspectives
- ☐ Formal and Informal Reasoning
- ☐ Investigating the Natural World
- ☐ Creative Expressions
- ☒ Identity, Institutions and Societies

PART C:

If course is Not Approved, additional comments may be added on the reverse side. Proposal is then to be returned to the Department that submitted it.

PART D:

Organization	Signature	Date	Approve	Do Not Approve*
Liberal Learning Council				
CLAS Curr. Comm				
SofB Curr. Comm				
CLAS Dean				
SofB Dean				
UCC Chair				
Faculty Senate Pres.				

*If "Do Not Approve", please explain why.