

SYLLABUS

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

SPMT-321-5P1 (3)

America through Baseball
Tues/Thur @ 10:30-11:45am
Spring 2012
LOCATION: Engineering 1107

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SPMT
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Permanent:
Rubin Distinguished Professor of
American Ethnic Studies
Director, American Ethnic Studies Program
Professor of Sociology
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WAKE FOREST UNIVERSITY

Some Important Information

ACADEMIC INTEGRITY

George Mason University is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

GMU EMAIL ACCOUNTS

Students must use their Mason email accounts—either the existing “MEMO” system or a new “MASONLIVE” account to receive important University information,

including messages related to this class. See <http://masonlive.gmu.edu> for more information.

OFFICE OF DISABILITY SERVICES

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. <http://ods.gmu.edu>

OTHER USEFUL CAMPUS RESOURCES:

WRITING CENTER: A114 Robinson Hall; (703) 993-1200;
<http://writingcenter.gmu.edu>

UNIVERSITY LIBRARIES "Ask a Librarian"
<http://library.gmu.edu/mudge/IM/IMRef.html>

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS): (703) 993-2380;
<http://caps.gmu.edu>

Class Decorum: RESPECT for everyone in the room! Talking is permitted, but as a part of class discussion only. Proper clothing attire required. Hats can only be worn if for religious purposes. No reading of newspapers, magazines etc in class. No TEXTING. No surfing the web. No eating food in class. You can bring water, coffee or a soft drink.

Attendance will be taken at the start of each class.

For any written and / or oral assignments you cannot use:

- Wikipedia
- Ask Answers.com; Answers.com. Yahoo Answers etc.

Poor attendance

Cell phone use

No participation

Tardiness / leaving early

ALL OF THE ABOVE WILL COUNT NEGATIVELY AGAINST YOUR
CLASS PARTICIPATION GRADE

Précis

America Through Baseball is taught from a sociological perspective that integrates the substantive areas of the sport of baseball from this academic discipline. Combining both lecture and class discussion this course will engage everyone in the room to be engaged in this class. By looking at selected topics of intellectual interest we will talk about and analyze the relationship between baseball and society.

This is not a course about the leading statistics in baseball.

Applying a sociological lens to the study of sport focuses our attention on sports as an institution. In contrast to other disciplines such as psychology or history, a sociological perspective on sport considers the ways in which the institution itself operates—who controls sports, how resources and benefits are doled out---as well as how the institution of sport interacts with other social institutions such as the family, the institution of higher education, the economy, the labor market, the system of racial inequality etc.

Some of the topics to be addressed are:

(1) How does a specific nation's **culture** shape the sports that are played there? Which sports draw a paying audience (or are broadcast on national TV), and which sport is chosen as the national identity? (2) What is a sport? (3) What is the significance of baseball in America; (4) what fuels the Athletic Industrial Complex (sports as a business--\$\$)? (5) Gender and sports: are women better baseball players than men; Title IX? (6) The Negro Leagues: Race and Sport: are White athletes better than Black athletes? Are the African American athletes still exploited as they were in the 1960's, especially when looking at salaries/contracts today? (6) The Latin baseball players; (7) the Asian baseball players; What is sports leadership? (8) Who qualifies as "sport heroes"? (9) Why is there so much violence in sports (both on and off the playing fields) and why is so much of this violence directed at women? (10) Why do "fine-tuned" baseball athletes use performance-enhancing drugs, especially the "star" players? And so forth.....

COURSE OBJECTIVES: At the completion of this course, students will know:

- First, and foremost: that sports are a reflection of the society in which they live!
- That SportsWorld is now global, reaching far beyond the continental United States
- That sports are an integral institution in the world, an institution similar in scope and objectives such the family, schools, religion, the economy etc

- That it is quite possible that sports and sport participation inform the way people think about their own bodies and about gender, social class, race and ethnicity and disability
- Inherent in SportsWorld is conflict, social stratification, violence and over time social change. Come to grips with ways to understand this especially structurally.

Required Books:

Earl Smith. 2009. *Race, Sport and the American Dream*. Carolina Academic Press. (2nd Edition)

Robert Elias, 2001, *Baseball and the American Dream: Race, Class and Gender in America's Pastime*

Bart Giamatti, 2011, *Take Time for Paradise*

Other readings will be placed @ BLACKBOARD

SOME IMPORTANT DATES

Test 1	January 26th
Assignment Notification	February 7
Test 2 (Mid Term Exam)	March 8 th
Test 3	March 29th
Player oral reports	March/April
Player written report	April 10

Class Format:

10:30 – Attendance

10:40-11:10 My Lecture or Test

11:15 – 11:45 Student presentation; film and / or DVD

This format can be changed with notice

Baseball Syllabus

January

WEEK 1

Tuesday 24 take attendance,
Topic: Lecture: What is a sport?

Readings:

(1) Elias, *Baseball and the American Dream*

Preface; Prologue; The Missing Ball Thrower
and Introduction: American Dreams A Fit for a Fractured Society: Baseball
and the American Promise

(2) E. Smith, *Race, Sport and the American Dream*; All front matter and Chapter 1 (“A
New Sociology of Sports”)

(3) Bartlette Giamatti, *Take Time for Paradise: Americans and Their
Games* (All front matter and Chapter 1 “Self-Knowledge”)

Thursday 26

Topic: Discussion: “What is a sport”
Test #1 (a question or two will be written from all of the required
books)

Reading: IS NASCAR A SPORT?

WEEK 2

Tuesday 31

Topic: Culture & Sport

Reading: (1) R. Peterson, 1979, “Revitalizing the Culture Concept.” *Annual
Review of Sociology*, 5:137-156

(2) Katherine Zoepf, 2010, “For Saudi Women, Biggest Challenge Is
Getting to Play.” *New York Times* (Nov 17th)

http://www.nytimes.com/2010/11/18/sports/18SAUDISPORTS.html?_r=1&scp=2&sq=saudi%20arabia&st=cse

(3) Bartlette Giamatti, *Take Time for Paradise*, Chapter 2,
“Community”

DVD: Major League

February

Thursday 2

Topic: The Negro Leagues (1)

Reading: (1) E. Smith, *Race, Sport & American Dream* – chapter 2

(2) Elias, Chapter 2, Drier, “Jackie Robinson's Legacy: Baseball, Race, and Politics”

(3) Elias, Chapter 1 Kahn, “The Greatest Season: From Jackie Robinson to Sammy Sosa

WEEK 3

Tuesday 7

Topic: The Negro Leagues (2)

Reading: (1) *Race, Sport & American Dream* – chapter 3
Show Satchel Paige video's

Thursday 9

Topic: The Negro Leagues (3)

Reading [1] Larry R. Gerlach, 1998, Baseball's Other “Great Experiment”: Eddie Klep and the Integration of the Negro Leagues, *Journal of Sport History*, 25: 453-481

Tuesday 14 work on oral/written reports

Thursday 16 work on oral/written reports

WEEK 4

Tuesday 21

The Negro Leagues (4)
DVD: The Jackie Robinson Story

Thursday 23 Student Reports (1)

Reading: Bartlette Giamatti, *Take Time for Paradise*, Chapter 3 “Baseball as Narrative”

WEEK 5

Tuesday 28 DVD: Bronx is Burning

March

Thursday 1 DVD: Bronx is Burning

WEEK 6

Tuesday 6 Student Reports (2)

Thursday 8

Topic: Women in Baseball

Reading:

(1) Elias, Chapter 19 Brock and Elias, To Elevate the Game: Women and Early Baseball

(2) Elias, Chapter 20 Berlage, Women, Baseball, and the American Dream

(3) Elias, Chapter 21 Youngen, A League of Our Own
TEST #2

Tuesday 13

SPRING BREAK

Thursday 15

WEEK 7

Tuesday 20

Topic: DVD: "League of their Own"

Reading: (4) Elias, Chapter 22, Roschelle, Dream or Nightmare? Baseball and the Gender Order

Thursday 22 Student Reports (3)

WEEK 8

Tuesday 27

Topic: Latin Baseball Players

Reading: Elias, Chapter 4, Regalado, Sammy Sosa Meets Horatio Alger: Latin Ballplayers and the American Success Myth

(2) Elias, Chapter 6, Codrescu, Borders and Shangri-La: Orlando (El Duque) Hernandez and Me

Thursday 29 Student Reports (4)
TEST #3

April

WEEK 9

Tuesday 3

Topic: Athletic Industrial Complex in Baseball

Reading: E. Smith, *Race, Sport & American Dream* – chapter 6

(2) Joe Lemire, 2012, "Rangers deal themselves an ace" *Sports Illustrated* (Acquisition of Yu Darvish)
http://sportsillustrated.cnn.com/2012/writers/joe_lemire/01/18/rangers-darvish/index.html#ixzz1jubDkTzd

Thursday 5
 Topic: Athletic Industrial Complex in Baseball
 Reading: (1) Hal Bodley, 2006, "Baseball's money business on the upswing"
 USA TODAY

(2) Richard Durrett, 2011, "Rangers win Yu Darvish sweepstakes."
 ESPN.com."
http://espn.go.com/dallas/mlb/story/_/id/7371152/texas-rangers-acquire-rights-negotiate-japan-yu-darvish, December 21st

(3) ESPN, January 5, 2012, 10:53 PM ET, "**Albert Pujols' contract completed.**"
http://espn.go.com/los-angeles/mlb/story/_/id/7428226/albert-pujols-deal-completed-los-angeles-angels-worth-240m-10-years

WEEK 10

Tuesday 10 DVD: MONEYBALL
 Thursday 12 Moneyball

WEEK 11

Tuesday 17
 Topic: Performance Enhancing Drugs in baseball
 Reading: (1) Bryan Denham, "Masculinities and the Sociology of Sport"

(2) "MVP Ryan Braun to speak at dinner", ESPN, 1/18/12
http://www.washingtonpost.com/sports/redskins/indianapolis-colts-fire-coach-jim-caldwell-after-3-seasons/2012/01/17/gIQAjc585P_story.html

Thursday 19
 Topic: Violence in Baseball
 Reading: Race, Sport & American Dream – chapter 7
 E. Smith and Benny Cooper, "Race, Class and Gender Theory: Violence Against Women in the Institution of Sport"

WEEK 12

Tuesday 24 Student Reports (5)

Thursday 26
 Topic: Asian Baseball Players
 Reading: (1) Elias, Chapter 8, Nakagawa, *The Road to Cooperstown: Japanese American Baseball, 1899-1999*

(2) Sadaharu Oh

(3) Benjamin Hoffman, 2011, "With Suzuki, There's Less Than Meets the Eye." *New York Times* (July 9th)

http://www.nytimes.com/2011/07/10/sports/baseball/with-ichiro-suzuki-theres-less-than-meets-the-eye.html?_r=1&scp=1&sq=ichiro&st=cse

May

WEEK 13

Tuesday	1	Baseball and the College Model Race, Sport & American Dream – chapter 5
Thursday	3	baseball "Fun Facts"

The Oral and Written Report
{see citation guide at end of syllabus}

Your assignment is to research a single baseball player and develop both an oral and written report about that player.

Since this course is about baseball **and** society ideally you should explore your subject with the intent on not only recognizing their baseball talents—or lack thereof—but also their lives.

Both reports should be built around good sociological research including explorations into their family lives, schooling, work, philanthropic giving, and all aspects of what can be finalized as a biography about the player.

To do this you will need to read. You should find a full account of the player in either his/her autobiography or a biography written about the player.

The George Mason University Library has excellent sources for baseball research, many of which are available on-line. In putting together the oral/written assignment for this course I used the following, found at: <http://library.gmu.edu/>

- American National Biography Online
- Ethnic News Watch (Full text articles from newspapers and periodicals published by the ethnic and minority press in America)
- Journal of Sport History
- Sociology of Sport Journal
- Journal of Sport and Social Issues
- WorldCat Basic Search
- Etc

Another useful source are *obituaries*. Many of the baseball players (athletes) you are researching are no longer living. National newspapers often carry extensive coverage of the passing of baseball players. For example, Mickey Mantle died on August 13, 1995. The *Washington Post* carried his obituary on August 14th. His obituary is 2,174 words long (about 5 pages) and contains many, many pertinent facts about his life on and off the field. <http://www.washingtonpost.com/wp-srv/sports/longterm/memories/1995/95pass6.htm>

Your oral report to the class is 10-12 minutes long. You need to decide what is important for this report and structure it in such a way that in the time allotted you cover the essentials about the players life.

Your written report—not the same as the oral report—is 10 pages long. It is well written, careful grammatically, and well documented with sources. Finally, it extends beyond the oral report.

The written report is due at class on April 10th.
 The pages are numbered in the upper right hand corner.
 All pages are stapled together.
 Late reports will not be accepted.

NB: if you find that your athlete does not have a biography and / or autobiography or sufficient credible sources to complete this assignment, you must notify me no later than February 7, 2012.

The Oral and Written Report Assignment

Player	Student
Babe Ruth	Anderson, Nicola R.
Willie Mays	Aviles, Samantha L.
Ted Williams	Bentivegna, Christopher R.
George Steinbrenner	Bugden, Kurt B.
Ichiro Suzuki	Hancock, Cory J.
Hank Aaron	Capasso, Ernest R.
Barry Bonds	Cathan, Nadia S.
Stan Musial	DeCelle, Andrew J.
Lou Gehrig	Flinn, Claire N.
Mickey Mantle	Flukes, Jonathan
Frank Robinson	Martyn, Erin C.
Jimmie Foxx	McDermott, Joseph J.
Joe Morgan	Morrissey, William E.
Roger Clemens	Reinaldo, Justin C.
Joe DiMaggio	Rodriguez, Vincent M.
Rickey Henderson	Smith, Rodney L.
Josh Gibson	Sutherland, Alyssa A.
Tom Seaver	Ward, Adam W.
Vida Blue	Katz, Matthew M.
Satchel Paige	Conway, Matthew C.
Yogi Berra	Moran, William C.
Mark McGwire	Lilly, John M.
Jackie Robinson	Burkhalter, Brian L.
Alex Rodriguez	Kain, Christopher K.
Pete Rose	Neely, Chase
Reggie Jackson	Heller, Andrew J.

Roberto Clemente

Mauro, Tyler J.

Brooks Robinson

Weber, Michael F.

Ila Borders

Thatcher, David B.

Toni Stone

Thatcher, David B.

Sadaharu Oh

Johnson, Alexander

Ichiro Suzuki

Bartlett, Branden

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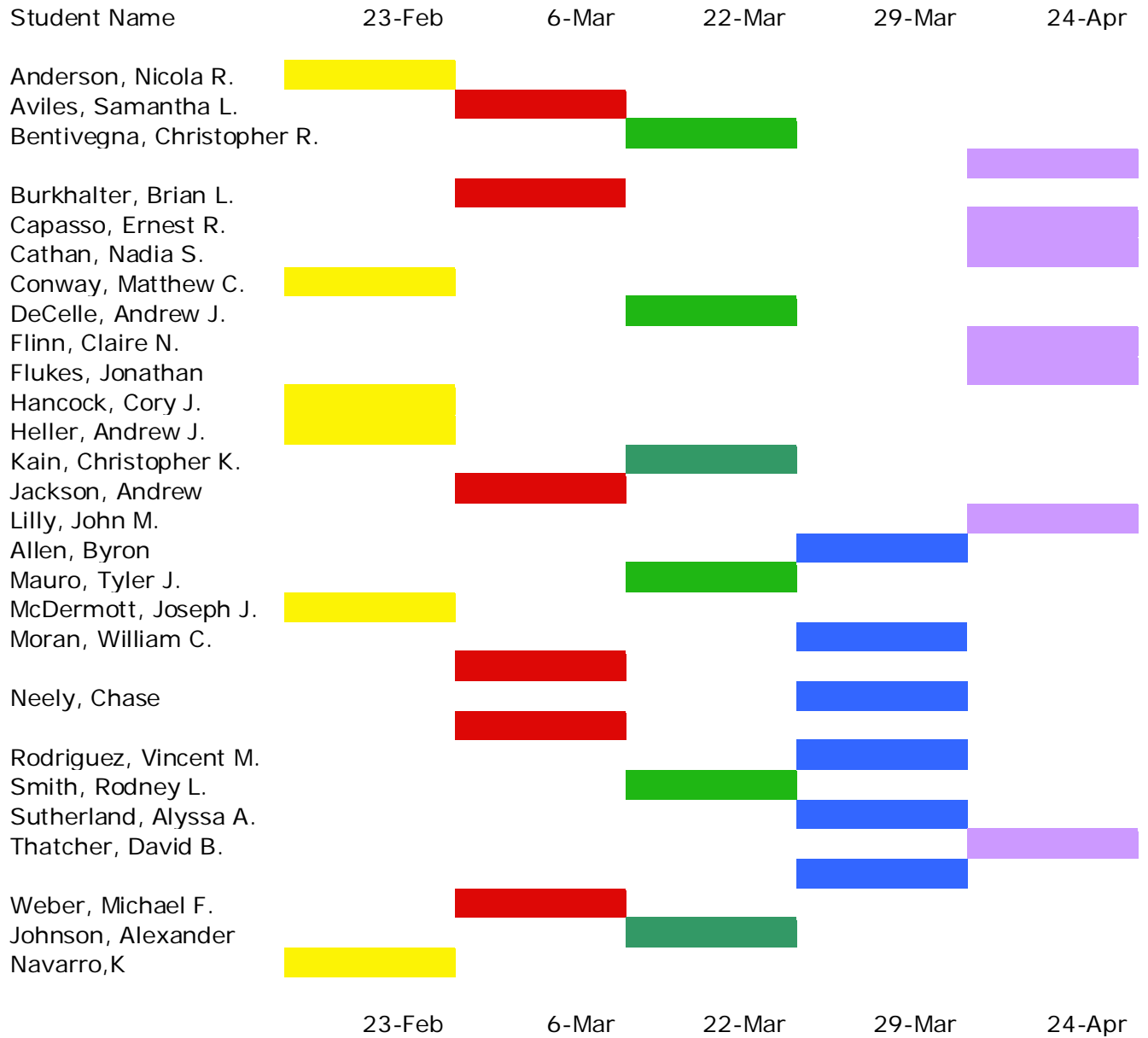
- American National Biography Online
- Ethnic News Watch (Full text articles from newspapers and periodicals published by the ethnic and minority press in America)
- Journal of Sport History
- Sociology of Sport Journal
- Journal of Sport and Social Issues
- WorldCat Basic Search
- Etc

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Test 1	January 2th	10
Test 2 (Mid Term Exam)	March 8th	15
Test 3	March 29 th	10
Baseball Written	April 10th	45
Oral Presentation	Across Semester	10
Participation	All Semester	10
	Total Points	100

Grade Scale

A	94- 100
A-	90-93
B+	88 -89
B	84-87
B-	80-83
C+	78-79
C	74-77
C-	70-73
D	60-69
F	0-59

How to Cite References Using the American Sociological Association's Style

This guide provides examples of the American Sociological Association (ASA) citation style, which is used primarily in sociology and related disciplines.

BOOKS

- *Book titles are italicized.*
- *Include both the city and state for the place of publication, excepting New York City. Use the U. S. Postal Code abbreviation for states (e.g., WI; IL; Washington, DC)*

One author

Henslin, James M. 2002. *Essentials of sociology: a down-to-earth approach*. Boston, MA: Allyn and Bacon.

Two or more authors

Nelson, Margaret K. and Joan Smith. 1999. *Working hard and making do: surviving in small town America*. Berkeley, CA: University of California Press.

Edited books

Finsterbusch, Kurt, ed. 1999. *Sources: notable selections in sociology*. Guilford, CT: Dushkin Publishing Group, Inc.

Articles from collected works

Brewer, John D. 1998. "Sensitivity in Field Research: A Study of Policing in Northern Ireland." Pp. 29-37 in *Seeing Ourselves: Classic, Contemporary, and Cross-Cultural Readings in Sociology*, edited by John J. Macionis and Nijole V. Benokraitis. Upper Saddle River, NJ: Prentice Hall.

PERIODICAL ARTICLES

- *Titles of periodicals are italicized. Titles of articles are in quotation marks.*
- *All important words in article title are capitalized.*
- *Use the issue number or exact date for journals that do not number pages consecutively within a volume.*

One or more authors

Villani, Susan. 2001. "Impact of Media on Children and Adolescents: A 10-Year Review of the *Research*." *Journal of the American Academy of Child & Adolescent Psychiatry*. 40:392-402.

Dwivedi, Kedar and Arun Gupta. 2000. "'Keeping Cool': Anger Management through *Group Work*." *Support for Learning*. 15:76-82.

Articles from Magazines and Newspapers

Lemonick, Michael D., Dan Cray, Deborah Fowler, Julie Grace, Alison Jones, Durham Thompson, and Dick Thompson. 2000. "Teens Before *Their Time*." *Time*. October 30, 156:66-73.

Breen, Michael. 1999. "Parents, Peers Big Reasons for Image *Obsession*." *Chicago Sun-Times*. December 19, p. L1 46.

WEB SITES AND E-JOURNALS

- *Date of retrieval is included.*
- *Internet address is enclosed in parentheses. Periods are put outside of the parentheses.*
- *Follow the format and include the same information for books and articles.*

Gray, David. 2001. "Accommodation, Resistance and Transcendence: Three Narratives of *Autism*." *Social Science and Medicine*. 53:1247 (11 pages). Retrieved October 19, 2001. Available: Ebsco Academic Search Premier.

Mincer, Jilian. "Role Model Rose From Mix of *Work, Family*." *Kansas City Star*. October 9, D22 (404 words). Retrieved on October 19, 2001. Available: LEXIS-NEXIS Academic Universe, U.S. News.

Articles from Electronic Journals

Rashotte, Lisa Slattery. "Some Effects of Demeanor on the Meaning of Behaviors in *Context*." 2001. *Current Research in Social Psychology*. 6:251-277. Retrieved October 19, 2001 (<http://www.uiowa.edu/~grpproc/crisp/crisp.html>)

Jabbour, Nicholas. 2000. "Syphilis from 1880 to 1920: A Public Health Nightmare and the First Challenge to *Medical Ethics*." *Essays in History* 42 (24 pages). Retrieved October 19, 2001 (<http://etext.lib.virginia.edu/journal/EH/J>)

Information Posted on Web Pages, etc.

Markowitz, Robin. 1991. "Canonizing *the Popular*." *Cultural Studies Central*. Retrieved October 31, 2001 (<http://culturalstudies.net/canon.htm>).

PARENTHETICAL CITATION STYLE

ASA style requires the use of citations in text. Citations in the text include the author's last name and year of publication. Page numbers are included when quotes are taken directly from a work or refer to specific pages. Endnotes and footnotes are to be used only if necessary. These citations refer within the text to sources listed on the References Cited page at the end of the paper.

here were taken. Author's name in text
...as Jackson stated (1992).

Author's name in a reference
... rather than serving the main purpose (Simpson 1995).

Joint authors... (Hurt and Wallace 1997). *Multiple authors*

· *Quotations taken directly from text must begin and end with quotation marks. The author, date and / or page numbers follow the end quote and precede the period.*

...The debate included "questions relating to the unemployment of ethnic minorities to be asked of contractors but only a small number of local authorities are using this limited provision" (Commission for Racial Equality, 1992: 30).

...Thrasher (1999) referred to the "spontaneous effort of boys to create a society for themselves" (p.147).

Block quotations

· *The author, date, and/or page number follow the period in a block quote. In a block quote, the "P" for "page is capitalized when the page number is cited alone without author and date information, as in the above example.*

· *Lengthy quotations are in smaller type and set off in a separate indented paragraph. Block quotations should not be enclosed in quotation marks.*

As stated by Thrasher (1999):

Gangs represent the spontaneous effort of boys to create a society for themselves where none adequate to their needs exists. What boys get out of such association that they do not get otherwise under the conditions that adult society imposes is the thrill and zest of participation in common interests, more especially in corporate action, in hunting, capture, conflict, flight and escape. (P. 147)