

**GEORGE MASON UNIVERSITY**  
**School of Recreation, Health, and Tourism**

**SPMT 321**  
***America Through Baseball***

**SUMMER SESSION A 2012**

DAY/TIME:	Online	LOCATION:	Online
<b>INSTRUCTOR:</b>	Prof. John Naurigh	EMAIL ADDRESS:	<a href="mailto:jnaurigh@gmu.edu">jnaurigh@gmu.edu</a>
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**COURSE DESCRIPTION:**

This course is an examination of the role of baseball in American culture. The course studies baseball as a cultural and social institution in the United States over the past 150 years.

**COURSE OBJECTIVES:**

The student will be able to:

1. Demonstrate an understanding of the role of baseball in American culture.
2. Present an understanding of the operation of baseball as a cultural institution.
3. Demonstrate an understanding of the legal and political issues that have impacted baseball.
3. Critically analyze baseball themed film and literature.
4. Reflect on his/her relationship to baseball.

**COURSE OVERVIEW:**

The learning experiences in this course are afforded through film, readings and completion of assignments.

**HONOR CODE:**

The Honor Code is an integral part of university life. Students are responsible, therefore, for understanding the code's provisions. In the spirit of the code, a student's word is a declaration of good faith acceptable as truth in all academic matters. Cheating and attempted cheating, plagiarism, lying, and stealing of academic work and related materials constitute Honor Code violations.

**STUDENT SUPPORT:**

Any eligible student with an exceptionality documented through George Mason University's Disability Resource Center must notify the instructor so that suitable accommodations can be implemented.

**Expectations:**

1. All assigned reading should be completed before submitting written assignments.
2. All written assignments must be typed (computer word processing is recommended) and submitted via email.
3. Students must abide by the Honor Code, guided by the spirit of academic integrity.

**REQUIRED TEXTS:**

Jules Tygiel, *Past Time: Baseball as History* (New York: Oxford University Press, 2000).  
Rob Ruck, *Raceball*. (Boston: Beacon Press, 2011).

**REQUIRED FILM VIEWING:**

Ken Burns, *Baseball, Field of Dreams, The Natural, Eight Men Out, For the Love of the Game, Bull Durham, 61, A League of Their Own*. All films readily available in video stores, Netflix, Amazon etc as well as many being in the Library. The reserve collection in the JC Library holds a copy of the Ken Burns series.

**ASSESSMENT:**

Unit assignments: 100% (Units 1-3 at 12 points each; Units 4-6 at 14 points each and Unit 7 [Exam Unit] at 22 points for a total of 100 points). Grading values are progressive to allow for student improvement throughout the course. Students are expected to abide by the Mason Honor Code. Grading scale is the standard Mason grading scale:

**Grading Scale**

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

**COURSE SCHEDULE:**

View the Ken Burns series on baseball history and the assigned movies and submit Unit assignments outlined below. Units 1-3 due by June 11 at 11:59pm; Units 4-6 due by June 22 by 11:59pm; Unit 7 (Exam Unit) due June 25 by 11:59am. *All relevant film material and course readings must be referred to in each unit report for maximum credit to be considered.* Units should be submitted by email attachment in Word or RTF formats only. The earlier you submit material the more feedback you will receive to use towards subsequent units. Email information related to unit material may be held throughout the semester so it is important to check your email. Supplemental material may appear via email as needed.

**UNIT ONE: The Rise of Baseball as an American Institution**

Assignment: Watch the first three “innings” or episodes of the Ken Burns series, read the relevant chapters in the textbook (**NOTE: YOU MUST INCLUDE REFERENCES TO THE READING AND THE VISUAL MATERIAL IN EACH UNIT ESSAY**) and complete the following essay question in 2-3 pages:

*What factors led to the rise of baseball as an American pastime? Why was baseball the ‘national’ sport by the early 1900s? Be sure to include key events and people in your discussion.*

**UNIT TWO: Baseball and Scandal**

Assignment: Watch relevant material from the Ken Burns series and the film *Eight Men Out*. Read the relevant section in the textbooks and complete the following essay in 2-3 pages:

*What factors led to the Black Sox Scandal? What happened before, during and after the 1919 World Series? Why does it remain as one of the most remembered incidents in the history of American sport?*

**UNIT THREE: Baseball’s “Golden Age”**

Assignment: Watch relevant material from the Ken Burns series and read the material in the textbook on baseball in the 1920s and 1930s and complete the following in essay format in 2-3 pages:

*Why was Babe Ruth such a powerful force in the reshaping of baseball after the Black Sox Scandal? How did baseball advance in the “golden age” of American sport. Include the role of the print media and radio in your discussion. Who were the teams and players that dominated this era and what role did they play in further entrenching baseball as the national game?*

#### **UNIT FOUR: Baseball, Exclusion and Colonization**

Assignment: Watch the relevant material from the Ken Burns series, the film *A League of Their Own* and read the material in the textbook that deals with Negro League Baseball and the role of women in baseball between 1900 and the 1950s and complete the following in essay format in 2-3 pages:

*Why was baseball segregated between 1900 and 1946? How did African-American players and entrepreneurs respond to this exclusion? What factors led to the end of segregation in baseball? What were the consequences for the African-American and Latino Game? Why were women always excluded from Major League Baseball? How did they carve out space in the sport? What factors led to the rise of the All-American Girls Professional Baseball League? Why did it ultimately fail?*

#### **UNIT FIVE: A Golden Age? Baseball, New York and the 1950s**

Assignment: Watch the relevant material from the Ken Burns series on baseball in the period from the end of World War Two to 1961, watch the movie *61* and read the relevant material in the textbook.

*Why did baseball thrive in the late 1940s and throughout the 1950s? Why was New York deemed the capital of baseball in this period? What new dynamics emerged in baseball in this era that changed the shape of the game and made it truly “national” at last? What role did television play in this transformation?*

#### **UNIT SIX: Baseball, Business and Strife**

Assignment: Watch the relevant material from the Ken Burns series on baseball since 1970 and read the relevant material in the textbook. Address the following in an essay of 2-3 pages:

*How did franchise relocations, free agency, fads and gimmicks change the game of baseball in the age of color television? Who were the key personalities and what were key events in this modern era of baseball?*

#### **UNIT SEVEN: Baseball and the Popular Imagination: Nostalgia, Religion, American?**

Assignment: Watch the movies *Field of Dreams*, *The Natural*, *For the Love of the Game* and *Bull Durham*. Read: Ruck, *Raceball*. Answer the following in 3-5 pages:

*At its essence, baseball has often been referred to as THE national pastime, a secular religion, at the core of what was and is good about America and American society. How do these films portray baseball in a nostalgic light? What are the key themes that these films address? Taken as a group, how do these films made between the mid-1980s and 2000 challenge dominant themes that had emerged in professional baseball during the same era? How do the films provide a counter-history to the establishment history of baseball? In what ways do the films and reading on sport and religion suggest that baseball is THE icon of American culture? Can we still say these things about baseball in 2010 given its increased diversity and the impact globalization has had on the game?*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

#### *Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

