

Hist 600-202: Seminar in History
Topic: Sports & Society
Department of History
College of Letters and Science
University of Wisconsin-Milwaukee
Spring 2021
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I. Course Objectives and Structure

This is a senior-level research course designed for History majors and Broad Field Social Studies (History) Education majors nearing the end of their undergraduate studies. The course assumes that students have taken a historical methods course that satisfies the major's requirements, have experience locating and interpreting primary source materials, and have written extended analyses based on their research. This is the highest-level class offered in the undergraduate History program, and students are expected to devote a substantial amount of time each week during the semester to its successful completion. Based on national criteria, students should expect to work approximately 10 hours per week on this class as a minimum average throughout the semester, although the variations between individual students may be considerable, based on their skills and preparation.

This version of Hist 600 provides the opportunity for an in-depth investigation of some aspect of the relationship between sports and society from an historical perspective, with the main emphasis on writing a research paper of 20+ pages (5,000 words, exclusive of the title page, footnotes/endnotes, and bibliography) that is based preponderantly on primary sources (but with secondary sources utilized as well). Students negotiate their research topics with the professor, but they have considerable latitude. Although my area of specialty is U.S. history (and the textbook assigned pertains to U.S. history), students who wish to do research on the history of sports and society in which the focus is on another country (and in any time period of history) may do so. Possible paper topics include (but are not limited to) analyses of the intersection of sports and race, labor, militarism, gender, sexual orientation, patriotism, capitalism, the role of public finance, community and personal identity, the role of the media, specific historical events, perceptions of the place of athletes in society, and the changing concept of heroism. Your paper should be broad enough in its implications to be meaningful, but sufficiently narrow (in its research and analytic focus) to be manageable. Primary sources may include (but are not limited to): pamphlets, advertisements, and posters; first-hand accounts of sports events in books, contemporaneous newspaper editorials, and media coverage of sports; the private letters of contemporaries, and opinions voiced at the time by the sports public; and legislation and court

decisions that relate to sports. Secondary sources will include books and articles (written after the fact) by historians and commentators.

Be advised and warned: Most of the work in this class is centered on your research paper. I will advise you, make suggestions, and evaluate your performance as you proceed, but your success in this class depends far more on you than on me. Aside from receiving feedback from your classmates at three different stages in the course, this class is more akin to an independent study course than a conventional one centered on the professor's pedagogical lectures and class discussions.

Early on in the semester, students must read my “Hist 600 Paper: Requirements and Guidelines” document, which can be accessed from the Course Materials module of the Canvas course site.

The instruction in this course is delivered on-line. Class announcements will either be sent to you at your UWM email address or placed on the Canvas system course site. To log onto Canvas, go to <https://uwm.edu/canvas>. On your dashboard, click the icon for this course. From the course site's home page you can see all of the components of the course in five modules: “Overview”, “Course Materials”, “Blogs”, “Assignments”, and “Links.” From time to time, “Announcements” will be placed at the top of the page.

NOTE: Unless otherwise noted, the deadline on the due dates for all assignments listed in this syllabus and on the Canvas course site is 11:59 P.M., Wisconsin time.

II. Reading Materials

The following book may be purchased from the university bookstore, at uwm.ecampus.com:

Richard O. Davies, *Sports and American Life*. Third Edition (Malden, MA: Wiley Blackwell, 2017). ISBN: 9781118912379.

The required reading will also include primary and secondary materials used in researching your paper topic, as well as written material posted on the Canvas course site by the professor and fellow students.

In the first two weeks of the course, students will read the assigned book, referenced above. I am not asking you to read it for detail or for the memorization of facts. Instead, I am asking you to read it to gain a grasp on ideas about the relationship, in American history, between sports and society. It is my hope also that reading the text will assist you, early in the semester, in picking a research topic.

III. Office Hours

My office hours are virtual. If you have an inquiry, send me an email message and I shall

respond to it. You may also reach me at my cell phone number (listed above) during the day and, at reasonable hours, during the evening.

IV. Course Requirements

Components

This course consists of five components, comprising eight separate grades:

<u>Component</u>	<u>Percentage of Final Course Grade</u>
Participation in Blog #1	7.5% (5% on post on topics; 2.5% on response)
Abstract of Research Proposal	10.0%
Participation in Blog #2, including submission of Progress Report	17.5% (10% on report; 7.5% on commentary)
Participation in Blog #3, including submission of First Draft of Paper	20.0% (10% on draft; 10% on commentary)
Final Paper	45.0%

These components are described in the schedule of assignments below.

Grades

Your grades for the various course components will be posted on the Canvas course site (just click on the "Grades" tab on the left-hand panel). Shown also will be your current course average. Your final grade for the course will be entered on the PAWS system. Following is the grading scheme for the final course averages:

98.334 - 100.000	A+ (functionally, an A)
95.000 - 98.333	A
91.667 - 94.999	A-
88.334 - 91.666	B+
85.000 - 88.333	B
81.667 - 84.999	B-
78.334 - 81.666	C+
75.000 - 78.333	C
71.667 - 74.999	C-
68.334 - 71.666	D+
65.000 - 68.333	D
61.667 - 64.999	D-
58.334 - 61.666	F+ (functionally, a D-)
0.000 - 58.333	F

Quite often, students ask me either a) what grades they need to get on the remaining assignments in order to obtain a minimally-desired final grade, or b) what will their final grade be if they obtain a certain grade on the remaining assignments. Here's a web site with a grade calculator that allows you to determine easily the answers to such questions:

http://www.benegg.net/grade_calculator.html.

Academic Ethics

Students are expected to approach their work honestly, and not to cheat or commit plagiarism. All students should read the document "Academic Ethics" that is posted in the Course Materials module on the Canvas course site. **Of particular concern to me is the form of cheating known as duplicate or multiple submissions. You may not submit as a research paper one that is the same or highly similar to one you may have submitted in another course**, whether in the History curriculum or elsewhere. If it is even remotely possible that your research paper proposal would result in a duplicate or multiple submission of work, you must speak to me about it prior to submitting the abstract of your research proposal.

Netiquette

The internet a "hot" medium, and (unfortunately) people at times use intemperate language on the web that they would *never* use in a classroom. In this course, it is expected that students will exhibit courtesy and civility in all online discussions, and that they will refrain from using vulgar or offensive language. Posts that violate this requirement will be erased and students will receive no credit for them. Students authoring additional offensive posts are subject to being dropped, administratively, from the course. We are all here to learn from each other in a friendly environment. Keep in mind also that discussions are useful only when they are structured and when points of view are intelligently expressed. On the one hand, nothing of value is added to a discussion if, in an effort to be "nice," you just vacuously agree with what has already been articulated. At the same time, it is equally useless to the class if you embark on a mean-spirited, fault-finding mission. Key to the success of the blog assignments (especially the second and third ones) is the replication of the classroom seminar environment, in which students give each other helpful advice and constructive criticism. All students should read the document "**Commenting on Work-in-Progress**," that is posted in the Course Materials module on the Canvas course site.

V. Schedule of Assignments

<u>Due Date</u>	<u>Assignment</u>
February 8 (Initial Post)	Read: Davies, entire book (to be read with a focus on ideas, not details or for purposes of memorization).
February 8 - 12 (Response to a fellow Student's Post)	Blog #1 Assignment: Introduce yourself to the class (with emphasis on your interests in sports history). Then, list and briefly explain five research topics that might interest you (due on Feb. 8), and respond to a post (Feb. 8 - 12)
	In this blog, you are to introduce yourself as an historian, and then list, and

	<p>briefly explain <i>five</i> research topics that might interest you, ask the class an important question about one of those topics, and then respond to one of your fellow students' questions.</p> <p>Requirements:</p> <ul style="list-style-type: none"> • Describe some of your interests in history, particularly sports history and how it relates to the larger society. • Describe your past course work, including any extended research papers based on primary sources that you have produced in other courses. • List and briefly explain <i>five</i> research topics that might interest you. Minimum 250 words in length. Quotes will not be counted in determining whether your post meets this minimum, although you may include them if you wish. • Writing must be clear, grammatically correct, and easy to follow. • Post must contain a minimum of 2 citations (total) from the textbook. You may include as many as you like. Please use parenthetical citations in your text, like this: (Davies, 157). • Conclude this blogpost with a question about some aspect of the material from the textbook chapters that you would like to discuss with the class. • Pick one student’s concluding question and give a thoughtful response with a meaningful suggestion (minimum 100 words). <p>Suggestions:</p> <ul style="list-style-type: none"> • This blogpost offers you a lot of latitude in selecting topics. Pick what interests you. • The tone of this blog should be mostly formal and persuasive, the same as in a research paper. Use of the first person ("I"), however, is fine. • In writing a concluding question, think about what you want to know and try to be as precise as possible. If you have a particular perspective on your question, write a sentence or two about it. Why might the question be important?
<p>February 12 – February 26</p>	<p>Do preliminary research on possible research topics. <i>Read “Hist 600 Paper: Requirements and Guidelines” in the Course materials module of the Canvas course site. A good way to start your preliminary research is to examine the resources listed on the “Links” page of the Canvas course site, as well as the footnotes in the textbook.</i></p>
<p>February 26</p>	<p>Submit Abstract of Research Proposal</p>

	<p>The purpose of the abstract is to prod you into collecting your thoughts, making sense of your initial research, and formulating, broadly, the historical topic your paper will address.</p> <p>Requirements:</p> <ul style="list-style-type: none"> • Compose an abstract (roughly two to three, double-spaced pages in length) of your research proposal. • Use the template listed in “Course Materials” module; it is labeled “Abstract Template.” • The abstract shall consist of 1) an introduction (minimum 250 words), in which you explain your proposal, and in particular, the historical issue you propose to address; 2) two short paragraphs in which you list and explain the significance of two primary sources you have thus far found and intend to use in your paper; and 3) a paragraph in which you explain the steps you plan to take, in terms of research and analysis, in pursuing your paper topic. • Compose your abstract in Microsoft Word or a compatible format, for I cannot assign credit for an abstract which I cannot open. Writing must be clear, grammatically correct, and easy to follow. • Submit the abstract. Click the "Research Paper Abstract" item in the “Assignments” module, and then upload your abstract as an attachment). • <i>Abstracts submitted after the due date will be penalized one full letter grade per day.</i> • Read (in the two or three days following the submission of your abstract) the professor’s commentary in the feedback window of the drop box; the professor will indicate as well if your research proposal is approved or whether additional refinement of it is necessary.
February 26 – March 29	Do research on paper topic and formulate a working thesis (i.e., a tentative central argument).
March 29 (Initial Post); March 29 – April 2 (Comment on Two Fellow Students’ Progress Reports)	<p>Blog #2 Assignment: Discuss progress on paper with the class (post your report on March 29), with emphasis on your working thesis and how your analysis differs from what has previously been written on your topic; then, respond (March 29 through April 2) to two fellow students’ posts on their progress to date. Read both student and professor comments and suggestions regarding your progress report</p> <p>In this blog, students are to present to the class a progress report on their</p>

research project, and to comment on **two** fellow students' progress reports.

Requirements:

- Compose a progress report on your research. Writing must be clear, grammatically correct, and easy to follow.
- Use the template found in the item labeled "Progress Report Template." It is listed in the Course Materials module of the Canvas course site.
- Part I: This part should contain an introduction (minimum of 750 words) to your project. Describe what the existing secondary literature tells us about the subject, your working thesis (that is, your tentative central argument), and how it will make an original contribution to the literature on the subject.
- Part II: Three paragraphs in which you cite the three most important primary sources you are using. You must also describe them, explain their significance to your project, and explain their significance to your central argument.
- Part III: A list of the three most important secondary sources you have used thus far.
- Part IV: This part should be a prospectus (minimum of 250 words) about the next steps you are planning in completing a draft of the research paper.
- **Submit two copies of your progress report:** paste one copy to a post in the Blog #2 forum (in the "Discussions" module of the Canvas course site); upload a second copy as an attachment in the "Assignments" module of the Canvas course site, under the heading "Progress Report." The report you submit in the "Assignments" module must be composed in Microsoft Word format, for I cannot assign credit for a progress report which I cannot open.
- ***As your progress report is subject to class discussion, late reports will not be accepted for credit. I will, nonetheless, provide you with commentary on the report.***
- Comment on *two* fellow students' progress reports. Follow the guidelines in "Commenting on Work-in-Progress," which can be found in the Course Materials module of the Canvas course site. Try to write at least 250 words for each of the two commentaries.
- Read the comments and suggestions of your fellow students on the

	<p>blog, as well as the professor’s comments in the feedback window.</p>
<p>March 29 – April 29</p>	<p>Complete research on paper topic and write first draft of paper. Be sure to follow the directions in the <i>“Hist 600 Paper: Requirements and Guidelines” document in the Course Materials module on the Canvas course site</i>, which you read earlier this semester. <i>Your completed first draft should be *at least* 15 double-spaced pages in length (3,750 words, exclusive of the title page, footnotes/endnotes, and bibliography). Margins on the paper are not to exceed 1 inch on top, bottom, and sides. Font size must be no greater than 12 points. The page length requirement for the first draft is an enforced minimum (it is fine if it exceeds that amount). The first draft should be fairly complete. It should: explain to your readers the historical question you are addressing; lay out the background to that question as provided by the secondary sources; be well developed in terms of demonstrating, based on the primary sources, your central argument; and at have at least a skeleton of a conclusion. It should also be as well-written as one would expect in the final paper. Whatever holes that are left should be few in number and ones that can be filled with merely a tighter argument or an expanded explanation. Since your final paper is due just a little more than two weeks after the first draft is due, your first draft should be such that whatever additional research needs to be done, in order to shore up your argument or eliminate evidentiary shortcomings, is <u>minimal</u>.</i></p>
<p>April 29 (Initial Post); April 29 - May 3 (Comment on two Students’ First Drafts)</p>	<p>Blog #3 Assignment: Submit first draft of paper (April 29), comment on fellow students’ papers, and read student and professor commentary on paper draft (April 29 – May 3).</p> <p>In this blog, you are to present to the class the first draft of your paper, and to comment on two fellow students’ first drafts.</p> <p>Requirements:</p> <ul style="list-style-type: none"> • Submit two copies of your completed first draft: paste one copy in a post in the Blog #3 forum (in the “Discussions” module of the Canvas course site; upload the second copy as an attachment in the “Assignments” module, under the heading “First Paper Draft.” The draft you submit in the “Assignments” module must be composed in Microsoft Word format, for I cannot assign credit for a paper draft which I cannot open. • <i>As your paper draft is subject to class discussion, late papers will not be accepted for credit. I will, nonetheless, provide you with commentary on the paper draft.</i> • Comment on <i>two</i> fellow students’ paper drafts. Follow the guidelines in “Commenting on Work-in-Progress,” which can be found in the Course Materials module on the Canvas course site. Try to write 250

	<p>words on each of the two commentaries.</p> <ul style="list-style-type: none"> • Read the comments and suggestions of your fellow students on the blog, as well as the professor’s comments in the feedback window.
May 3 – 14	<p>Complete your paper. Again, follow the directions in the <i>“Hist 600 Paper: Requirements and Guidelines”</i> document in the <i>Course Materials</i> module on the Canvas course site, which you read earlier this semester. <i>Your final paper must be at least 20 double-spaced pages in length (5,000 words, exclusive of the title page, footnotes/endnotes, and bibliography). Margins on the paper are not to exceed 1 inch on top, bottom, and sides. Font size must be no greater than 12 points.</i></p>
May 14	<p>Final version of paper due. Submit by uploading it as an attachment in the Canvas course site’s Drop Box, under the heading “Final Paper.” The paper must be composed in Microsoft Word format, for I cannot assign credit for a paper which I cannot open. Professor commentary will be provided in the Feedback window. To better understand your final paper grade, see the “Final Paper Grading Rubric” in the Course Materials module on the Canvas course site. <i>Papers submitted after the due date will be penalized one full letter grade per day.</i></p>
Dates TBD	<p><u>Evaluation of Major (Voluntary)</u> Toward the end of the semester, you will be asked to complete and submit a brief questionnaire in which you evaluate the History major experience at UWM. This evaluation pertains to your experience in the History curriculum as a whole (not just this course). Your evaluation is recorded anonymously. The dates and manner for completing the evaluation will be announced during the semester.</p>
Dates TBD	<p><u>Course Evaluation (Voluntary):</u> Toward the end of the semester, students may (and are encouraged to) complete the course evaluation survey. Your evaluation is recorded anonymously. The dates and manner for completing the survey will be announced during the semester.</p>

VI. Miscellaneous Matters

Academic Advising in History

If you require academic advising in History, please visit the Department of History undergraduate program web page at <http://www4.uwm.edu/lets/history/undergrad/> for information on how to proceed.

University Policies

Following is a link to university policies regarding accommodations for students with disabilities, required military duties, and religious observance obligations; procedures involving

complaints and grade appeals; and policies regarding incompletes as well as discriminatory and academic misconduct: http://www4.uwm.edu/secu/news_events/upload/Syllabus-Links.pdf