

History of Sport Syllabus



Genesee Valley Central School District

Instructor:	Mr. Michael A. Mead
Phone:	585-268-7900, ext 2104
Email:	mmead@genvalley.org
Daily Materials:	iPad/Chromebook, writing utensils, notebook and/or binder and/or storage folder, an open mind, and a positive attitude
Duration:	One semester (20 weeks); 0.5 High School Credits

Course Description:

In this course students will examine the development of sports through various historical perspectives. There will be an emphasis on helping students gain a better understanding of the inner relationship that sport has on social, economic, cultural, and political forces that are at work in the United States as well as the world. Students will examine the historical context as well as the significance of gender, race, ethnicity, and social class. Students will also explore how unorganized and impromptu athletic activities (example: football) were transformed into spectator sports at the collegiate and professional level, and the ways in which sports reflected and informed issues of race, class, gender, ethnicity, and international politics. Specific topics include: the transformation of “blood sports” into acceptable athletic pursuits, such as boxing; amateurism and the rise of athletic clubs; baseball’s popularity during the first half of the twentieth century; sports heroes of the 1920s and 1930s; women’s sports; racial segregation in sports; athletic rivalries during the Cold War; and the globalization of American sports. Students will also examine important events in sports history, including the 1919 Black Sox scandal, the bouts between Joe Louis and Max Schmeling, the racial integration of major sports leagues, the creation of free agency, the establishment of Title IX, the American-led boycott of the 1980 Moscow Olympics, and the NIL Supreme Court decision. The course will consist of films, readings, lectures, discussions, and authentic assessment projects.

Classroom Expectations and Classroom Policies:

- 1. IF I GIVE YOU MORE THAN ONE DAY TO WORK ON AN ASSIGNMENT, TAKE HOME QUIZ/TEST, PROJECT, ETC., IT’S BECAUSE I EXPECT IT TO TAKE MORE THAN ONE DAY TO COMPLETE. DON’T WAIT UNTIL THE DAY BEFORE OR EXPECT TO BE ABLE TO COMPLETE IT IN A STUDY HALL THE DAY IT IS DUE. IF YOU WAIT/PROCRASTINATE, I DON’T WANT TO HEAR ANY COMPLAINTS!**
2. Be courteous and respectful of yourself and others, including the teacher.

3. Attend class, both physically and mentally. Attendance is important. I can't teach you if you aren't here. Be on time to class. Being late to class should not happen, but if it does, it should only occur rarely. Tardiness to class disrupts the learning process.
4. **Take good care of your materials and your device, including the charging block and charging cables. Food and drinks typically do not go well with electronics, therefore no food or drinks (other than water bottles) without teacher permission.**
5. Be responsible and prepared by bringing all necessary materials to class every day. Stay organized. Make sure that your iPad is charged every day and working properly. Failure to plan on your part does not make an emergency on my part.
6. Ask questions and complete ALL assignments on time. It is difficult to make up work that is missed. Quite often students fall behind when lack of school attendance becomes an issue and/or students make it a habit of not completing work and/or handing it in by the designated due date. Late assignments will be accepted, within reasonable time frames, for school absences only as outlined in greater detail below.
7. Actively listen when others are speaking and allow others to focus without distractions.
8. **You are NOT to be on any device other than the one that you are expected to be using when directed by the teacher. Let's make sure that cell phones and other personal technology devices aren't an issue for either of us per GVCSD BOE Policy.**
9. Stay seated unless otherwise directed. Wait to be excused by the teacher at the end of the class. The teacher dismisses you, not the bell.
10. I enjoy a good laugh as much as the next person, but let's make sure that we understand proper time and place for such events.
11. Class participation is required. Each of you equally shares the responsibility for creating a productive learning environment.
12. Group Work - You will occasionally work in groups, some of my choosing, some of yours. Choose who you work with carefully as you are graded on your class participation which includes this group work. If you have a concern with someone I have asked you to work with, please speak with me privately. I expect my students to work cooperatively, meaning that each person in the group shares the responsibilities and participates. Remember your positive attitudes!
13. Be familiar with the District's Acceptable Use Policies for accessing the internet and using the school owned devices and peripherals. Violations of the District's policies for Acceptable Use will be referred to school administration for possible consequences.
14. I understand that nature calls and that we all need to use the facilities from time to time, but let's not make it a habit of concentrating such needs all in one class period each day.
15. My classroom is not your bedroom or a restroom, do not brush your hair, spray perfume/deodorant, etc, or put on makeup/cosmetics in my classroom. It's rude and I have allergies.
16. **When you are absent from class, for whatever reason, it is YOUR responsibility to obtain the class notes and/or complete any class activities and assignments. I will not "hunt you down." High school students understand and accept their obligations and responsibilities accordingly.**
17. Check your Teams account often for updates, communications and notifications, assignments, etc., especially if you will miss a class for an educational reason or if you are ever absent from class. See #13 above for related information and reasons.
18. **Don't plagiarize. This includes the use of Artificial Intelligence (AI) (unless you have permission from the teacher for specific purposes in advance). Do your own work. Anyone caught violating this rule will receive a "0" for the assignment, project, or assessment AND they will have to complete the assignment and/or assessment on their own for no credit to ensure that the necessary learning of knowledge, skills, and abilities occurred.**

19. Your status in terms of probation/ineligibility for school activities, athletics, and any other extracurricular events is determined by your class participation, preparedness, acceptable and proficient completion of classwork, homework, quizzes, projects, and tests. Submitting work merely to “get it done” to avoid being placed on the probation/ineligibility report is unacceptable and it will not suffice. I expect everyone’s best work at all times. The grade you will receive is the grade that you will earn.
20. Be aware of and comply with the District Code of Conduct and building and class rules.
21. Most importantly - Have fun! Learning is supposed to be fun! I’m always open to legitimate and realistic suggestions for improving the courses I teach!

Disruptions in class will be handled in the following ways (not necessarily always in this order):

- One warning
- Phone call or email to parents if the disruptions do not stop after one warning.
- Referral to the Principal if necessary.
- If you disrupt the learning of others, you will be removed from my classroom.

Grading:

Homework, simulations, and quizzes – 35%

Unit tests, case studies, projects, and final exams – 35%

Assigned in class work – 30%

Class participation - while participation is not graded, it is expected! This is incredibly important!

I expect each student to participate in class daily.

Homework/Late Work Policy:

In order to be successful in this course, it is necessary that you come intellectually prepared each day. Homework is expected to be completed and to the best of your ability. Homework is due at the beginning of class which means it may not be completed during the class period it is due. If you are absent the day an assignment is due, it must be turned in the following class period. You will be provided appropriate extensions for extended absences per the Student Handbook. When absent, it is the student’s responsibility to ask the teacher for missed notes, assignments, etc. via email, at the beginning of school on the day they return during homeroom, or at the beginning of class the day they return. Students who know they will be absent ahead of time for things such as orthodontist appointments, doctor’s appointments, family vacation, etc. must contact me before their absence to find out what they will be missing. **If the assignment and/or test/quiz is scheduled and assigned, and you are NOT absent when it is assigned and you return before the date the assignment is due and/or when the test/quiz is scheduled, you do NOT qualify for additional days to hand in and/or complete the work.**

Assignments will only be accepted for 50% reduced grade one day after the due date. If it is more than 1 day late, the assignment will not be accepted and will be counted as a zero. (If turned in later on the due date, it is still considered one day late). Certain time-sensitive assignments, such as essays, take-home exams, projects, and work discussed in class will not be accepted late. Homework is a serious responsibility and will be considered as such in this course. If you are absent, it would be perfectly acceptable for you to email me your completed homework assignment.

* I reserve the right to change and modify this document

Tentative Course Units and Topics (not necessarily in chronological order and topics may be added or adjusted as necessities arise):

- **Unit 1: History of Sports and Society**
 - The Olympics, Greek City-States, Gladiators, Knights, and the Evolution of Sports
 - History and Background of the Ancient Greeks through the Modern Era

- **Unit 2: Politics and Sports**
 - The Olympics, Political Agendas, and the Cold War
 - Nationalism
 - Legal Issues relating to Sports throughout History and in the Modern Era
 - The Creation of Athletic Clubs, Sports, Affiliations, Leagues, Conferences, and Playoffs
 - Professional
 - Semi-Pro
 - College
 - Amateur
 - High School and Youth

- **Unit 3: Race, Discrimination, and Sports**
 - Jim Crow, Segregation (Negro Leagues, etc.), and other Discriminatory Laws/Customs
 - Important Milestones Crossing the Color/Ethnic Barriers
 - Jesse Owens
 - Satchel Paige
 - Jackie Robinson
 - Jim Thorpe
 - Joe Louis vs Max Schmeling
 - Texas Western University vs University of Kentucky 1966
 - College Recruitment Practices
 - Civil Rights and Other Protests in Sports
 - Olympics, Boxing, other Impacted Sports, the Vietnam War, etc.
 - Muhammad Ali
 - Jim Brown
 - Kareem Abdul-Jubbar
 - Bill Russell and others

- **Unit 4: Gender in Sports**
 - Title IX and its Impact on Sports from Youth/High School to College and Professionals
 - All-American Girls Professional Baseball League (AAGPBL during World War II)
 - Wilma Rudolph
 - Babe Didrickson
 - Billie Jean King
 - Nadia Comaneci
 - Martina Navratilova
 - Serena Williams
 - WNBA
 - Michigan State University Gymnastics
 - Women's Soccer and their Equal Pay Lawsuit

- **Unit 5: Business, Economics, and Sports**
 - Commercialization, Endorsements, and Influencers
 - Merchandizing, Paid Spokespersons, and the Impact of Sports Marketing
 - Sports Networks and Streaming Services
 - ESPN
 - FS1
 - Peacock
 - Prime
 - The Big Ten Network
 - MSG
 - SiriusXM and Others
 - Professional and College Playoff Systems
 - Pros and Cons
 - Anti-trust Issues
 - Collective Bargaining Agreements (CBA) and Unions
 - Free Agency
 - The College Portal
 - Name, Image, and Likeness (NIL) Supreme Court Decision

- **Unit 6: The Impact and Role of Sports in the US**
 - Psychology of Sports on Society
 - Current Sports Concerns and Scandals
 - Doping/Steroids/Performance Enhancing Drugs (PEDs)
 - Human Growth Hormone
 - Chronic Traumatic Encephalopathy (CTE) and Concussions
 - Athletes and Gambling on Sports
 - Domestic Abuse, Substance Abuse Violations, and Sexual Harassment
 - The Impact of Online Sports Betting on the Industry and on Society

- **Unit 7: Sports, Popular Culture, Influential, Famous, and Infamous Athletes and Personalities**
 - Role Model or Infamous rather than Famous

<ul style="list-style-type: none"> ▪ Michael Jordan and the “Dream Team” ▪ Tiger Woods ▪ LeBron James ▪ Walter Payton ▪ Babe Ruth ▪ Lou Gehrig ▪ Larry Bird ▪ Brian Piccolo ▪ Mike Utley ▪ Pat Tillman ▪ Charles Barkley ▪ “Shoeless” Joe Jackson ▪ Pete Rose ▪ Len Bias ▪ “Pistol” Pete Maravich ▪ Hank Gathers 	<ul style="list-style-type: none"> *Roberto Clemente *Thurman Munson *Hank Aaron *Roger Maris *Sammy Sosa & Mark McGuire *Roger Clemens *“Baseball Curses” *Barry Bonds *Lance Armstrong *Michael Phelps *Ryan Lochte *Paul “Bear” Bryant *Adolph Rupp *Joe Paterno *Jim Valvano *And many, many more
--	---

Additional class resources and materials –

Websites, resources, movies, video clips, etc. that may be helpful throughout this course

A Word about Films, Movie Clips, YouTube Videos, Etc:

By signing your name at the end of this document, you are acknowledging that you are aware and give permission for your child to view appropriate media. At most, I may show a film or YouTube video rated PG 13 and/or TV-14 if I believe it has relevant information supporting the curricular goals of this course. Parents/Guardians are encouraged to email the teacher if you want more information or if you prefer that you be given the opportunity to discuss the specifics of any such media prior to giving (or denying) permission for your child to view such materials. Rest assured, in the rare event that I find film(s) and/or video(s) with a higher audience rating, other than those listed below, I will absolutely seek each parent's/guardian's expressed written permission prior to showing such films.

- Miracle
- Jesse Owens
- 42
- Concussion
- Shut Up and Dribble
- Draft Day
- Invictus
- Glory Road
- Moneyball
- Chariots of Fire
- Million Dollar Arm
- Leatherheads
- ESPN's 30 for 30 series
- ESPN's 30 for 30: Silly Little Game
- Freakonomics
- The Numbers Game
- Air
- Wimbledon
- Rudy
- Friday Night Lights
- Baseball: A Film by Ken Burns
- I Am Ali
- Pony Express – Documentary of SMU
- Small Potatoes: Who Killed the USFL?
- Hoosiers
- We Are Marshall
- A League of Their Own
- Remember the Titans
- Seabiscuit
- Two for the Money
- Race
- Battle of the Sexes

* I reserve the right to change and modify this document

Dear Parents/Guardians:

First and foremost, I would like to thank you for the opportunity to work with your child(ren). I sincerely look forward to the year ahead! These guidelines and expectations are outlined in detail in order to provide a nurturing learning environment for all of my students. After you have carefully reviewed my class procedures and grading policies, please take a minute to complete the bottom portion of this form. *In the event of a shutdown*, it will be very important for me to have an **email address** and **phone number** to remain in contact with you. If you have any questions or concerns regarding the information outlined in this packet or any matter throughout the year, please do not hesitate to contact me.

mmead@genvalley.org
585-268-7900 ext. 2104 (immediately following school hours)

Regards,
Mr. Mead

To be filled out by parent/guardian

Parent Name(s): _____

Email address: _____

Best phone number to reach you: _____

Best time to reach you: _____

I have read and understand Mr. Mead's **History of Sport** class procedures, expectations and grading policies as outlined in this packet. I agree as parent/guardian to do my part in helping my child/student do the best they can to achieve success in this course. I will contact Mr. Mead with concerns or questions throughout the school year as needed.

Student Name: _____

Student Signature: _____ Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

* I reserve the right to change and modify this document