

COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.						
a. Submitted by the College of: <u>Education</u>		Today's Date: <u>November 1, 2011</u>				
b. Department/Division: <u>Educational Policy Studies & Evaluation (EPE)</u>						
c. Is there a change in "ownership" of the course?					YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, what college/department will offer the course instead? _____						
d. What type of change is being proposed? <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor ¹ (place cursor here for minor change definition)						
e. Contact Person Name: <u>John Thelin</u>		Email: <u>jthelin@uky.edu</u>		Phone: <u>257-4996</u>		
f. Requested Effective Date: <input type="checkbox"/> Semester Following Approval OR <input type="checkbox"/> Specific Term ² : <u>Summer 2012</u>						
2. Designation and Description of Proposed Course.						
a. Current Prefix and Number: <u>EPE 684</u>		Proposed Prefix & Number: _____				
b. Full Title: <u>Higher Education & Athletics</u>		Proposed Title: _____				
c. Current Transcript Title (if full title is more than 40 characters): <u>Higher Education & Athletics</u>						
Proposed Transcript Title (if full title is more than 40 characters): _____						
d. Current Cross-listing: <input checked="" type="checkbox"/> N/A OR Currently ³ Cross-listed with (Prefix & Number): _____						
Proposed – <input type="checkbox"/> ADD ³ Cross-listing (Prefix & Number): _____						
Proposed – <input type="checkbox"/> REMOVE ^{3,4} Cross-listing (Prefix & Number): _____						
e. Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ⁵ for each meeting pattern type.						
Current: <u>2.5</u> Lecture		____ Laboratory ⁵		____ Recitation		
____ Clinical		____ Colloquium		____ Discussion <u>0.5</u>		
____ Seminar		____ Practicum		____ Indep. Study		
____ Studio		____ Research		____ Residency		
____ Other – Please explain: _____						
Proposed: <u>2.5</u> Lecture		____ Laboratory		____ Recitation		
____ Clinical		____ Colloquium		____ Discussion <u>0.5</u>		
____ Seminar		____ Practicum		____ Indep. Study		
____ Studio		____ Research		____ Residency		
____ Other – Please explain: <u>Distance Learning format</u>						
f. Current Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail						
Proposed Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail						
g. Current number of credit hours: <u>3</u> Proposed number of credit hours: <u>3</u>						
h. Currently, is this course repeatable for additional credit?					YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>

Comment [OSC1]: Excerpt from SR 3.3.0.G.2 Definition. A request may be considered a minor change if it meets one of the following criteria:
a. change in number within the same hundred series*;
b. editorial change in the course title or description which does not imply change in content or emphasis;
c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s); d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
e. correction of typographical errors.

*...for the specific purposes of the minor exception rule, the 600-799 courses are the same "hundred series," as long as the other minor change requirements are complied with. [RC 1/15/09]

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

COURSE CHANGE FORM

Proposed to be repeatable for additional credit?		YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES:	Maximum number of credit hours: _____		
If YES:	Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
i. Current Course Description for Bulletin:	<u>Historical analysis of the politics, economics and philosophical implications of intercollegiate athletics programs as part of the American college and university.</u>		
Proposed Course Description for Bulletin:	_____		
j. Current Prerequisites, if any:	_____		
Proposed Prerequisites, if any:	_____		
k. Current Distance Learning(DL) Status:	<input type="checkbox"/> N/A	<input type="checkbox"/> Already approved for DL*	<input checked="" type="checkbox"/> Please Add ⁶
			<input type="checkbox"/> Please Drop
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/>) that the proposed changes do not affect DL delivery.			
l. Current Supplementary Teaching Component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both
Proposed Supplementary Teaching Component:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both
3. Currently, is this course taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
Proposed to be taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
4. Are significant changes in content/teaching objectives of the course being proposed?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
If YES, explain and offer brief rationale: _____			
5. Course Relationship to Program(s).			
a. Are there other depts and/or pgms that could be affected by the proposed change?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
If YES, identify the depts. and/or pgms: <u>KHP Sports Leadership masters program</u>			
b. Will modifying this course result in a new requirement⁷ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
If YES ⁷ , list the program(s) here: _____			
6. Information to be Placed on Syllabus.			
a.	<input type="checkbox"/> Check box if <u>changed to 400G or 500.</u>	If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)	

⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

COURSE CHANGE FORM

Signature Routing Log

General Information:

Course Prefix and Number: EPE 684

Proposal Contact Person Name: John Thelin Phone: 257-4996 Email: jthelin@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
EPE	10/15/11	Alan DeYoung / 7-3846 / ajdey@uky.edu	
KHP	10/15/11	Richard Riggs / 73645 / richard.riggs@uky.edu	
C&C Committee	11/15/11	Doug Smith / 7-1824 / dcsmit1@uky.edu	
CoEd Faculty	12/13/11	Robert Shapiro / 7-9795 / rshap01@uky.edu	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: EPE 684	Date: October 30, 2011
Instructor Name: John Thelin	Instructor Email: jthelin@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input type="checkbox"/>
Hybrid <input type="checkbox"/>	

Curriculum and Instruction	
1.	<p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>EPE 684 course in DL medium will include on-line discussions between instructor and each student, discussions among teams of students and instructor, and among all students and instructor. As per attached formal course application, syllabus complies with each and all criteria outlined in Senate Syllabus Guidelines</p>
2.	<p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>The original, traditional course application and prospectus for EPE 684: Higher Education & Athletics, was approved by the UK Senate in 1998. I have offered the course every year since then. I am using the same syllabus, textbooks, supplementary readings, historical documents, historic newsreels, old Hollywood movies and other historical items in the DL course that I have used in the traditional course. The DL course also has the advantage of the addition of new scholarly works on intercollegiate sports published in 2009 and 2010. Learning outcomes and student activities are explained and defined in terms of the most recent and current Senate guidelines. The Distance Learning format reliance on internet materials is, in fact, advantageous for EPE 684 and the study of intercollegiate athletics because in the last two years several organizations have launched free, readily accessible data bases available through their web sites. This includes the National Collegiate Athletic Association (NCAA) research site; the Knight Foundation Commission on the Future of Intercollegiate Athletics' web site of data bases and comprehensive reports. Furthermore, a substantial number of historical records, statistics, biographies and photographs are now available via internet sources from university archives. These are data sources that are historic and interactive -- and are used intensely in EPE 684 projects and assignments.</p>
3.	<p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

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	<p>The As per Senate guidelines and the detailed information I present in my complete syllabus attached to the course application I am complying with all UK senate requirements on security and access. Assignments require the individual student to send the instructor a prospectus that is tailored individually and then receives editing and, eventually, approval by the instructor. This course is fairly distinctive nation-wide -- it will not be easy for a graduate student to submit papers or works that have been written elsewhere given the new, distinctive topic guidelines.</p>
4.	<p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>No</p> <p>If yes, which percentage, and which program(s)?</p> <p><small>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</small></p>
5.	<p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?</p> <p>Instructor is working with DL Director Connie Baird and her staff to make certain these provisions are met. For example, as per course application and accompanying syllabus, graduate students enrolled in DL EPE 684 are given information and instructions on reaching the Distance Learning Library Service website and the DL Librarian -- Carla Cantagallo</p>
<i>Library and Learning Resources</i>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>The assignments are designed in such a manner that a graduate student must have read the assigned historical documents, secondary sources, and supplementary materials in order to respond legitimately and intelligently to questions and topics posed in the research paper guidelines and in the intermediate assignments.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>Comparable to my traditional offering of EPE 684, graduate students in DL version of EPE 684 have access and can visit both archives, data sites, and historical sites either through web links provided on syllabus or, in some cases, by choice of visiting an actual physical site (e.g., if asked to analyze the athletic facilities at a selected college or university campus).</p>
<i>Student Services</i>	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>Syllabus and cover sheet provides graduate students with the website links such as those noted above along with the campus telephone number for the ITC customer service desk. Note also that, on the advice of DL Director Connie Baird and her staff, I have opted to space out the course over 8 weeks (whereas I usually offered the traditional EPE 684 during the summer as an intense 4 week course). The reason for this spacing is the DL staff observation and recommendation that since this is the first time the course is offered, the spacing allows reasonable time to respond to technical problems or glitches -- much more reasonable than if the course had been compressed into 4 weeks.</p>

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9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>
10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any. <input type="checkbox"/> The technological requirements for the course. <input type="checkbox"/> Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300). <input type="checkbox"/> Procedure for resolving technical complaints. <input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message. <input type="checkbox"/> Maximum timeframe for responding to student communications. <input type="checkbox"/> Language pertaining academic accommodations: <ul style="list-style-type: none"> <input type="checkbox"/> "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu." <input type="checkbox"/> Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS) <ul style="list-style-type: none"> <input type="checkbox"/> Carla Cantagallo, DL Librarian <input type="checkbox"/> Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6) <input type="checkbox"/> Email: dllservice@email.uky.edu <input type="checkbox"/> DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
11.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: John R. Thelin Instructor Signature:</p>

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Draft of October 30, 2011

EPE 684:

Higher Education & Athletics

Summer 2011: Distance Learning Section

Instructor: John R. Thelin, Professor, Educational Policy Studies Department (EPE)

Office Address: 136A Taylor Education Building

Telephone: (859) 257-4996

Virtual Office Hours: Arranged individually through e-mail, teleconference, or adobe-connect.

Technology Requirements: Computer with internet access to UK computer facilities. Access to digital video recorder, webcams, real player or related playback system.

Technology Assistance: Contact the Information Technology Center (ITC) customer service desk at (859) 257-1300

Preferred Method to Contact the Instructor: E-mail or Blackboard

Anticipated Response Time: One to Two days, unless students have been notified otherwise.

Information on Distance

Learning Library Service: <http://www.uky/Libraries/DLLS>

DL Librarian: Carla Cantagallo, DL Librarian: (859) 257-0500 ext. 2171 or (800) 828-0439 option 6, dllservice@email.uky.edu

E-mail: jthelin@uky.edu

Telephone: (859) 257-4996

Course Description

This graduate course deals with the scholarly study of the continuity and changes in college sports as part of higher education and American culture. Today we take for granted the presence of intercollegiate athletics as a prominent part of the American campus. It is an activity that elicits both celebration and controversy. This leaves the historical puzzle, "How has this distinctive devotion to varsity sports come about?" It will include analysis of the changing ideals of the student-athlete and the college coach as well as analysis of the political economy associated with college sports as the levels of the campus, the conference, and national associations.

Central themes will include social justice and equity, with attention to such topics as Title IX and gender; also, race and ethnicity will be considered as part of intercollegiate athletics. Intercollegiate athletics programs will be studied in terms of financing and institutional budgetary models. The underlying notion is that college sports are central to a college's institutional mission and educational philosophy. Readings and analysis will include particular attention to distinctions and differences among colleges and universities in their respective approaches to defining intercollegiate athletics as part of an academic institution.

Student Learning Outcomes

A student who completes this course and all its required assignments will have demonstrated the following learning outcomes and proficiencies:

- Reading familiarity with essential research and scholarly works dealing with the historical, philosophical, political, social and economic dimensions of intercollegiate athletics in the United States.
- Design and justification for the significant elements and characteristics of a model intercollegiate athletics program from the past – circa, 1910, with attention to how a college sports program in the past was integrated into the educational mission of the entire institution.
- Design and justification for the significant elements and characteristics of a model intercollegiate athletics program from the present, circa: 2010, with particular attention to how a college sports program is integrated into the educational mission of the entire institution.
- Informed awareness of similarities and contrasts between intercollegiate athletics programs of past and present
- Ability to analyze systematically financial information from one era to another by use of a legitimate inflation calculator
- Ability to analyze a work from popular culture (e.g., a novel, a short story, a news story, a biographical film, a public relations brochure, or a Hollywood movie) as an historical document

- Ability to analyze a major policy report on the condition of intercollegiate athletics as a crucial source in discussing and planning for the appropriate place of college sports in American educational institutions
- Ability to analyze the round-of-life of student-athletes in comparison and in contrast to other student constituencies on the American campus
- Ability to retrieve and make use of systematic statistical analyses on college sports as provided by such websites and internet sources as the Knight Commission and the National Collegiate Athletic Association research site.
- Ability to research and write a cogent scholarly essay based on a literature review and data analysis on a significant topic dealing with intercollegiate athletics

Core Standards

This graduate course adheres to the principles and curricular requirements approved by the faculty of the Educational Policy Studies & Evaluation Department as part of its criteria for studies leading to master's degrees and the Ph.D. in Studies in Higher Education. The course also is approved by the faculty of the Kinesiology and Health Promotions Faculty (KHP) as partial fulfillment of requirements in the master's degree program in Sports Leadership.

Required Materials: Textbooks

Readings for the course include works drawn from a variety of disciplines, including social history, economics, political science, law, and philosophy. Please purchase the following books:

Ronald Smith, Sports and Freedom: The Rise of Big-Time College Athletics (New York and London: Oxford University Press, 1988)

John R. Thelin, Games Colleges Play: Scandal and Reform in Intercollegiate Athletics (Baltimore and London: The Johns Hopkins University Press, 1994)

Michael Oriard, Bowled Over: Big-Time College Football from the Sixties to the BCS Era (Chapel Hill: University of North Carolina Press, 2009)

James Shulman and William G. Bowen, The Game of Life: College Sports and Educational Values (Princeton, New Jersey: Princeton University Press, 2001)

Welch Suggs, A Place on the Team: The Triumph and Tragedy of Title IX (Princeton, New Jersey: Princeton University Press, 2005)

Required Materials: Videos of Historical Documents, Newsreels and Cinema

College sports is a topic that is heir to a rich legacy of film, fiction, and journalism. So, our research will include viewing visual and graphic documentaries and movies. You are expected to watch the following works outside of class meetings on DVD, available for purchase from the textbook store. You also have the option of viewing these works if available from public libraries, the university library, or from various DVD rental outlets.

Knute Rockne, All-American (MGM Studios, 1940)

Chariots of Fire (Warner Brothers, 1981)

The Glory Road: Adolph Rupp and Kentucky Basketball, 1930 to 1972 (1991)

The Glory Road (Walt Disney Pictures, 2006)

To learn about the past and present influence of college sports will include reading novels, short stories, newspaper accounts, biographies, and even going to the movies. Historical documents will include commission reports, court cases, articles in the popular press, and institutional records.

The following major reports and key works are available at no charge via the internet:

The Knight Foundation Commission on Intercollegiate Athletics, College Sports 101: Report on the Finances of FBS Intercollegiate Athletics Programs (2009).

The Knight Foundation Commission on Intercollegiate Athletics, Keeping Faith with the Student-Athlete (1991)

The website for the Knight Foundation Commission on Intercollegiate Athletics includes these historic and recent reports, along with an abundance of other resources dealing with the thoughtful study of college sports. The website address is as follows:

<http://www.knightcommission.org/>

One additional website with which you should be familiar is the National Collegiate Athletics Association (NCAA) research resource, whose address is as follows:

<http://www.ncaa.org/wps/wcm/connect/public/NCAA/Resources/Research/Research+Home>

To help you acquire the practice and skill of placing intercollegiate athletics into the context of the broader issues facing colleges and universities, you are expected to subscribe to and read frequently the daily electronic publication, Inside Higher Ed. Subscription is free.

Another critical, useful resource for excellent information on colleges and universities, including intercollegiate athletics, is The Chronicle of Higher Education – both in its archive of articles over the past twenty years and in its compilation of data bases and statistical records in its Gazette and Almanac section. Graduate students are encouraged to acquire internet access to this publication either through individual subscription and/or through university departmental or office subscriptions.

Graduate students enrolled in the course are eligible to use the University of Kentucky Library. This is especially pertinent for this course and its reliance on internet resources. University library card holders are entitled to free access to JSTOR and a number of other electronic depositories for access to scholarly journals, including The Journal of Higher Education, for research and reading of key articles about intercollegiate athletics and higher education. The main website that provides directions to specific e-journals and data bases is as follows: <http://libraries.uky.edu/>

Optional Readings: Texts and Reference Works:

The topic of intercollegiate sports has been the subject of several new books by historians and other social and behavioral scientists. The following books are optional – and highly recommended if you wish to pursue advanced research and intensive reading on particular sub-topics within the larger domain of college sports:

For analysis of college sports policies at selective admissions academic institutions which do not offer athletic scholarships and grants-in-aid (e.g., the Ivy League and NCAA Division III institutions):

William G. Bowen and Sarah A. Levin, Reclaiming the Game: College Sports and Educational Values (Princeton, New Jersey and Oxford, England: Princeton University Press, 2003)

For in-depth historical analysis of race and exclusion as part of the heritage of intercollegiate sports:

Lane Demas, Integrating the Gridiron: Black Civil Rights and American College Football (New Brunswick, New Jersey and London, England: Rutgers University Press, 2010).

Charles H. Martin, Benching Jim Crow: The Rise and Fall of the Color Line in Southern College Sports, 1890-1980 (Urbana, Chicago, and Springfield: University of Illinois Press, 2010)

For a reconstruction and interpretation of college football as part of American politics and social history in the twentieth century:

Kurt Edward Kemper, College Football and American Culture in the Cold War Era (Urbana and Chicago: University of Illinois Press, 2009).

Murray Sperber, Onward to Victory: The Crises that Shaped College Sports (New York: Henry Holt and Company, 1998).

For economic analysis of NCAA Division I big-time intercollegiate athletics programs:

Charles T. Clotfelter, Big-time Sports in American Universities (Cambridge, England and New York: Cambridge University Press, 2011).

Andrew Zimbalist, Unpaid Professionals: Commercialism and Conflict in Big-Time College Sports (Princeton, New Jersey: Princeton University Press, 1999).

Arthur A. Fleischer, III, and Brian L. Goff and Robert D. Tollison, The National Collegiate Athletic Association: A Study in Cartel Behavior (Chicago and London: University of Chicago Press, 1992).

Murray Sperber, College Sports, Inc.: The Athletic Department vs. The University (New York: Henry Holt, 1990).

For the perspective of a major university president on big-time intercollegiate athletics:

James J. Duderstadt, Intercollegiate Athletics and the American University: A University President's Perspective (Ann Arbor: University of Michigan Press, 2000).

Course Assignments

Your course grade will be based on your contributions and performance in the following areas:

- Assignment No. 1: Analysis of a college sports program, circa 1910 (15% of your semester grade)
- Assignment No. 2: Analysis of contemporary college sports programs, circa 2010 (15% of your semester grade)
- Assignment No. 3: Written analysis and class discussion dealing with analysis of a historical document, such as a movie, a novel, biography which depicts popular images of college sports (10% of your semester grade)
- Assignment No. 4: Reconstruct and analyze the round-of-life of a student-athlete in a selected sport at a selected kind of institution (10%).
- Assignment No. 5: Critical analysis of a major commission report dealing with the reform and future of intercollegiate athletics. (15% of your semester grade)
- Assignment No. 6: A research paper on an approved topic (20% of your semester grade)

- Assignment No. 7: Participation in class discussions (15% of your semester grade)

Grades

Each assignment for the course will be assigned a letter grade based on the following criteria:

90% to 100%:	A	(High Achievement)
80% to 89%:	B	(Good Achievement)
70% to 79%:	C	(Minimum passing achievement)
Below 70%:	E	(Unsatisfactory achievement)

Submission of Assignments:

All assignments are to be submitted through Blackboard. In order to achieve and maintain sufficient progress in this web-based course it is necessary to complete and submit assignments/class activities by the due date indicated. A due date is provided on the course schedule with regard to each individual assignment. The submission window will close for each respective assignment after the due date indicated. Failure to submit an assignment by the due date could result in a failing grade for the assignment unless prior arrangements are made with the course instructor.

Additional readings may be assigned and will be made available to you. Completion of all course assignments/activities, including discussion board participation is mandatory. Acceptable reasons for excused absences/late assignments are listed in Student Rights and Responsibilities (5.2.4.2).

Acceptance of late assignments is at the discretion of the course instructor. According to university guidelines, students are allowed an excused absence for specified reasons. The burden of proof is on the student; sufficient documentation may be required.

Attendance Policy:

Students are expected to review all course materials in the week the materials are available. This includes having watched and analyzed the assigned documentary films, videos and historic movies (see course outline below). There are situations when absences are excused and extensions are granted. See below for policy on excused absences.

Excused Absences

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities

(Available online at <http://www.uky.edu/StudentAffairs/Code/part2.html>)

This provision states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, and is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper

from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them.

If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities

On-line classroom behavior, decorum, and civility

The university, and the course instructor and facilitator(s), maintain a commitment to respect the dignity of all students/guests, and to value responsible differences among members of the academic community. Discussion and debate are integral components of academic discovery, and every individual retains the rights to disagree respectfully in the course of that discovery. Students/guests have the right to take reasoned and respectful exception to opinions voiced by the course instructor or facilitator(s), other students, or guests. The expected level of civility in this course will not tolerate attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such personal factors.

Additional Detail Regarding Office Hours

In addition to availability for video conferencing, the instructors are available to speak with you, via email or telephone, concerning class matters throughout the semester. If you send an email to me the instructor, you can expect a response within a maximum of 48 hours, though most responses occur even quicker.

Tentative Course Schedule

This course is offered during the eight week summer session starting in early June and ending in early August. The calendar of topics, readings, and assignments week-by-week, with two class sessions per week, for a total of sixteen (16) course sessions.

Unit 1:

Introduction: Continuities and Changes in College Sports

Readings:

John R. Thelin, **Games Colleges Play**

"Introduction: American Higher Education's Peculiar Institution"

- Discuss over-view of assigned books and articles
- Discuss access to archival sources, web sites, and internet data bases
- Discuss guidelines for **Assignment No. 1**: historical reconstruction of an intercollegiate athletics program, circa 1910 (Due at Class Meeting No. 6)
- Discuss completion of Grad Student Information Sheets
- Discuss provisions for watching the movie, **Chariots of Fire**

Unit 2:

Hollywood and History: The "American Way" in Sports

Historical Document: 1981 movie, **Chariots of Fire**
(Students are required to have watched this prior to class meeting)

Readings:

Ronald Smith, **Sports and Freedom: The Rise of Big-Time College Athletics**

- Discuss historically changing definitions of “amateur” and “professional” athletics
- Discuss “Playing Fields of Eton” legacy of competitive sports and preparation for national leadership in England’s boarding schools and at Oxford and Cambridge Universities
- Discuss similarities and contrasts of university sports in England and the United States
- Discuss legacy of The Rhodes Scholarships and assumptions on sportsmanship
- Discuss depictions of the Olympic Games and national differences, circa 1890 to 1924

- Discuss the role of coach as an expert and professional, circa 1890 to 1924
- Discuss amateur athletics and social class, including social exclusion and social mobility

Unit 3:

The Way We Were: Historical Reconstruction: The Period 1890 to 1920

Readings:

Ronald Smith, **Sports and Freedom: The Rise of Big-Time College Athletics**

- Discuss movie, Chariots of Fire
- Discuss Nationalism and Sports Greatness
- Discuss Emergence of professional sports and spectator sports
- Discuss Emergence of newspaper coverage of college sports
- Discuss Religion and Sports (e.g., “Muscular Christianity” ethos)
- Discuss social and racial exclusion in all levels of sports

Unit 4:

Historical Reconstruction: The Period 1920 to 1945

Readings:

John R. Thelin, **Games Colleges Play**

Ch. 1: "The Reform Canon: The 1929 Carnegie Foundation Report"

Ch. 2: "Responses to Reform, 1930 to 1946"

Ch. 3: "Regional Pride and Institutional Prestige: College Sports and The 'Booster Campus'".

- Discuss Guidelines for **Assignment No. 2**: Constructing a Modern College Sports Program, circa 2011 (paper due at class meeting session 9)

Unit 5:

The Historian at the Movies: Media and College Sports

Historical Document: Hollywood Film, **Knute Rockne, All-American** (1940)

Recommended for Additional Reading:

Michael Oriard, **Reading Football: How the Popular Press Created an American Spectacle**

Unit 6:

Looking Backward: College Sports Programs a Century Ago

- Discuss Case Studies and Campus Profiles Researched for **Assignment No. 1**
- Discuss composite and “factual” profiles
- Discuss prospects and problems of historical data on college sports
- Discuss guidelines for **Assignment No. 3:** college sports and the popular culture (paper due at class meeting session no. 10)

Unit 7

Scandals and Structural Reforms

Historical Reconstruction: The Period 1945 to 1960

Readings:

John R. Thelin, **Games Colleges Play**
ch. 4, "Schools for Scandal, 1946 to 1960"

- Discuss Guidelines for **Assignment No. 4:** analysis of the round-of-life of a contemporary student-athlete (paper due at class meeting session 12)
- Plans to watch two movies with same title, **The Glory Road** for discussion at class meeting for session 8.

Unit 8

Historical Perspective: The Coach as Culture Hero

Historical Document: Documentary Biographical Film,
The Glory Road: Adolph Rupp and Kentucky Basketball, 1930 to 1972

Hollywood movie (2006) **The Glory Road**

Readings:

Ronald Smith, **Sports and Freedom: The Rise of Big-Time College Athletics:**
h. XI, "The Rise of the Professional Coach"

- Discuss guidelines for **Assignment No. 5** dealing with analysis of a major commission report on college sports reform (paper due at class meeting session no. 13)

Unit 9

Historical Perspectives: The Student-Athlete

Readings:

James L. Shulman and William G. Bowen, **The Game of Life: College Sports and Educational Values** (2001)

Michael Oriard, **Bowled Over: Big-Time College Football from the Sixties to the BCS Era** "Part I: Football and the 1960s" (pp. 15-126)

Ronald Smith, **Sports and Freedom:**

Ch. XII, "Amateur College Sports: An Untenable Concept in a Free and Open Society"

The Knight Foundation Commission, **Keeping Faith with the Student-Athlete** (1991)

Peter Hamel, "For Star Player and Scholar, This Game Day is Different: Myron Rolle of Florida State University," New York Times (November 20, 2008)

Karen Crouse, "Put a Heisman in Stanford Back's Juggling Act: Toby Gerhart," New York Times (November 18, 2009).

- Discuss findings for **Assignment No. 2** due today on a profile of contemporary college sports programs
- Discuss guidelines for **Assignment No. 6:** Final Paper – Research Analysis (due by class meeting for session no. 15)

Unit 10:

Historical Perspectives: The Student-Athlete

Race and Ethnicity

Readings:

Michael Oriard, **Bowled Over: Big-Time College Football from the Sixties to the BCS Era**

Ch. 2: "College Football in Black and White, Part I: Integrating the Southeastern

Conference:
Ch. 3: "College Football in Black and White, Part II: Black Protest"

Suggested Readings for Additional Information on this topic:

Lane Demas, Integrating the Gridiron: Black Civil Rights and American College Football (New Brunswick, New Jersey and London, England: Rutgers University Press, 2010).

Charles H. Martin, Benching Jim Crow: The Rise and Fall of the Color Line in Southern College Sports, 1890-1980 (Urbana, Chicago, and Springfield: University of Illinois Press, 2010)

- Discuss findings for **Assignment No. 3** due today on college sports and popular culture

Unit 11

Historical Perspectives: Gender and Intercollegiate Athletics

Readings:

Welch Suggs, **A Place on the Team** (2006)

James L. Shulman and William G. Bowen, **The Game of Life: College Sports and Educational Values** (2001)

John R. Thelin, "Good Sports?: Historical Perspective on the Political Economy of Intercollegiate Athletics in the Era of Title IX, 1972-1997," **Journal of Higher Education** (July/August 2000) vol. 71, no. 4, pp. 392-410. (available on-line on the JSTOR data base via the University of Kentucky electronic library)

Suggested Work for Additional Reading

Paula D. Welch, **Silver Era, Golden Moments: A Celebration of Ivy League Women's Athletics** (1991).

Unit 12:

Historical Perspectives: Gender and Intercollegiate Athletics

(continue readings and discussions from Unit 11)

- Discuss Findings for **Assignment No. 4** due today on round-of-life of modern student-athletes

Unit 13: April 11th

Institutional Differences: Athletics at Small Colleges

Readings:

Douglas S. Looney, "Pure and Simple: In the New England Small College Athletic Conference, Athletes Compete for One Reason: Love of the Game," **Sports Illustrated** (n.d, circa 1994) pp. 68-80.

Alan Draper, "Innocence Lost: Division III Sports Programs," **Change** (November-December 1996) pp. 46-49.

Daniel L. Fulks, "Upgrading Sports Does Not Lead to More Funds: Schools That Were Losing Money are Still Losing," **The Lexington Herald-Leader** (December 18, 2006).

Optional Reading for Added Depth on This Topic:

William G. Bowen and Sarah A. Levin, Reclaiming the Game: College Sports and Educational Values (Princeton, New Jersey and Oxford, England: Princeton University Press, 2003)

- Discuss **Assignment No. 5** (due today) analyzing major commission reports on the reform of college sports

Unit 14: April 18th

Fiscal Fitness?

The Economics and Governance of Intercollegiate Athletics

Readings:

Knight Foundation Commission, **Keeping Faith With the Student-Athlete** (1991) (available on line at Knight Foundation website)

Ronald Smith, **Sports and Freedom: The Rise of Big-Time College Athletics**

Ch. X, "The Early Failure of Faculty Inter-Institutional Control"

John R. Thelin, **Games Colleges Play**

ch. 7: "From Sports Page to Front Page, 1980 to 1990"

Welch Suggs, "How Gears Turn at a Sports Factory: Running Ohio State University's \$79

Million Program is a Major Endeavor, With Huge Payoffs and Costs,” **Chronicle of Higher Education** (November 29, 2003) pp. A1, A32-A37 (available on-line)

Libby Sander and Brad Wolverton, “Debt Loads Weigh Heavily on Athletics Programs,” **Chronicle of Higher Education** (September 28, 2009).

Libby Sander, “After Big Cuts, Might Stanford Sports Longs for Sunnier Days,” **The Chronicle of Higher Education** (November 8, 2009)

Michael Oriard, **Bowled Over: Big-Time College Football from the Sixties to the BCS Era**
“Interlude: 1973: the NCAA Goes Pro” (pp. 127-144)

Optional Suggested Readings and References for Additional Information:

Charles T. Clotfelter, **Big-time Sports in American Universities** (Cambridge, England and New York: Cambridge University Press, 2011).

Andrew Zimbalist, **Unpaid Professionals: Commercialism and Conflict in Big-Time College Sports** (Princeton, New Jersey: Princeton University Press, 1999).

Arthur A. Fleischer, III, and Brian L. Goff and Robert D. Tollison, **The National Collegiate Athletic Association: A Study in Cartel Behavior** (Chicago and London: University of Chicago Press, 1992).

Murray Sperber, **College Sports, Inc.: The Athletic Department vs. The University** (New York: Henry Holt, 1990).

Unit 15:

Balancing Academics and Athletics: Institutional Missions and Educational Philosophies

Readings:

Michael Oriard, **Bowled Over: Big-Time College Football from the Sixties to the BCS Era**
“Part II: Living With a Contradiction” (pp. 145-280)

James L. Shulman and William G. Bowen, **The Game of Life: College Sports and Educational Values** (2001)

The Knight Foundation Commission on Intercollegiate Athletics, **Keeping Faith with the Student-Athlete** (1991)

Ronald A. Smith, **Sports and Freedom**

Epilogue: "A Twentieth-Century Meaning of American College Athletics"

- Final research papers for **Assignment No. 6** are due.

Unit 16:

Conclusion:

From Past to Present in Intercollegiate Athletics

- Re-assess major themes covered over the course
- Discuss intercollegiate sports as part of the modern college and university
- Discuss final research papers for **Assignment No. 6**
- Suggestions for additional research and themes to cover

Optional, Suggested Reading:

James J. Duderstadt, Intercollegiate Athletics and the American University: A University President's Perspective (Ann Arbor: University of Michigan Press, 2000).



UNIVERSITY OF KENTUCKY

EPE 684:

HIGHER EDUCATION AND ATHLETICS: A HISTORICAL PERSPECTIVE

Spring Semester 2011

Instructor: Prof. John Thelin

**Monday, 11 a.m. to 1:30 p.m.
Meeting in 127 Dickey Hall**

Prospectus: Today we take for granted the presence of intercollegiate athletics as a prominent part of the American campus. It is an activity that elicits both celebration and controversy. This leaves the historical puzzle, "How has this distinctive devotion to varsity sports come about?" This graduate course will attempt to deal with the continuity and changes in college sports as part of higher education and American culture. It will include analysis of the changing ideals of the student-athlete and the college coach as well as analysis of the political economy associated with college sports at the levels of the campus, the conference, and national associations. The underlying notion is that college sports are central to a college's institutional mission and educational philosophy.

Readings: Readings for the course include works drawn from a variety of disciplines, including social history, economics, political science, law, and philosophy. Please purchase the following books:

Ronald Smith, Sports and Freedom: The Rise of Big-Time College Athletics (1988)

John R. Thelin, Games Colleges Play: Scandal and Reform in Intercollegiate Athletics (1994)

Michael Oriard, Bowled Over: Big-Time College Football from the Sixties to the BCS Era (2009)

James Shulman and William G. Bowen, The Game of Life: College Sports and Educational Values (2001)

Welch Suggs, A Place on the Team: The Triumph and Tragedy of Title IX (2005)

College sports is a topic that is heir to a rich legacy of film, fiction, and journalism. So, our research will include reading novels, short stories, newspaper accounts, biographies, and even going to the movies. Historical documents will include commission reports, court cases, articles in the popular press, and institutional records. Landmarks and monuments also are crucial to our sense of the college sports heritage. Hence, we shall make site visits to such memorable facilities as the University of Kentucky's Memorial Coliseum and Transylvania University's new women's soccer stadium. We also will be fortunate to have some knowledgeable guest speakers who are leaders in higher education and active in the governance of intercollegiate athletics.

The following major reports and key works will be available in class or via the internet:

The Knight Foundation Commission on Intercollegiate Athletics, **College Sports 101: Report on the Finances of FBS Intercollegiate Athletics Programs** (2009).

The Knight Foundation Commission on Intercollegiate Athletics, **Keeping Faith with the Student-Athlete** (1991)

The website for the Knight Foundation Commission on Intercollegiate Athletics includes these historic and recent reports, along with an abundance of other resources dealing with the thoughtful study of college sports. The website address is as follows:

<http://www.knightcommission.org/>

In addition to the required texts that you purchase, I will send you as e-mail attachments numerous pertinent articles and reports. Also, if you are serious about following the major issues associated with college sports I recommend you subscribe to **The Chronicle of Higher Education** (paid subscription for print and electronic versions) and **Inside Higher Ed** (free – no fee, electronic internet format daily – but you must go into the website and sign up to subscribe).

Course Format:

For this semester our immersion into the study of college sports will be intense and – we hope – lively! Each class meeting will include a combination of lecture and discussion. You are expected to have completed the week's assigned readings by class meeting -- and be prepared to comment critically on them. Also, we shall emphasize collaboration on group research projects and reports.

The first weeks of the course will be devoted to acquiring some historical background on higher education and American society. The next several weeks will be spent reading primary and secondary sources to analyze closely the major trends and developments in each decade, from 1900 to 1990. Ronald Smith's **Sports and Freedom: The Rise of Big-time College Athletics** is a witty, well-researched study which will help us reconstruct the characteristics of colleges and their sports programs from around 1880 up to 1910. A sequel to this account is **Games Colleges Play**, which describes episodes and events from 1910 to 1990. Emphasis will be on interpreting varied kinds of documents to construct a fresh historical account of college sports and higher education. It will

include consideration of the problems historians face when data are limited or conflicting.

This historical background then will provide the base for our focus in the third and fourth weeks: a re-examination of such significant themes as the student-athlete, the college coach as culture hero, gender and college sports, the regulation and reform of athletics, and the political economy of college sports. Finally, in the final week these thematic threads will be drawn together for extensive discussion of the connections between sports and the educational philosophy and institutional mission of colleges and universities in the United States.

I've attempted to design and revise the course so that you have an opportunity to read some of the most recent, fresh studies of college sports. So, in the latter half of the course I have assigned the following works: Michael Oriard, **Bowled Over: Big-Time College Football from the Sixties to the BCS Era** (2009); James Shulman and William G. Bowen, **The Game of Life: College Sports and Educational Values** (2001); and, Welch Suggs, **A Place on the Team: The Triumph and Tragedy of Title IX** (2005)

After your initial reading of the assigned works, you will be expected during the second half of the course to identify some particular issues which have enduring significance to you -- and which your readings will promote appreciation for its **historical** as well as contemporary complexities.

Course Assignments: Your course grade will be based on your contributions and performance in the following areas:

- An intensive individual and group project dealing with the character and condition of college sports programs, contrasting the era around 1910 with contemporary programs of 2011
- Written analysis and class discussion dealing with analysis of a historical document, such as a movie, a work of fiction, biography which depicts popular images of college sports
- Critical analysis and group discussion of a major commission report dealing with the reform and future of intercollegiate athletics.
- Participation in class discussions
- A research essay on selected issues or topics arranged in consultation with the instructor

Office Hours: My office is 136A Taylor Education Building. I will hold office hours before class, from 10 until 11. Also, I will be available for consultation during course breaks and after each class meeting. If these times are not convenient, please see me to arrange an appointment. My e-mail address is JTHELIN@UKY.EDU and my office telephone is (859) 257-4996.

Spring Semester 2011: Schedule and Readings

Unit 1: January 17th

**** Martin Luther King Day ****
No Class Meeting

Unit 2: January 24th

Introduction:
Continuities and Changes in College Sports

Readings:

Discuss over-view of assigned books and articles

- **Hand out Assignment No. 1 (Group presentations and papers due February 28th)**
- **Hand out Grad Student Information Sheets (Due at end of class)**

Unit 3: January 31st

Hollywood and History: The "American Way" in Sports

Main Event: 1981 movie, **Chariots of Fire**

Readings:

John R. Thelin, **Games Colleges Play**

"Introduction: American Higher Education's Peculiar Institution"

Welch Suggs, "How Gears Turn at a Sports Factory: Running Ohio State University's \$79 Million Program is a Major Endeavor, With Huge Payoffs and Costs," **Chronicle of Higher Education** (November 29, 2003) pp. A1, A32-A37

Unit 4: February 7th

**The Way We Were:
Historical Reconstruction: The Period 1890 to 1920**

Readings:

Ronald Smith, **Sports and Freedom: The Rise of Big-Time College Athletics**

- Discuss movie, **Chariots of Fire**

Unit 5: February 14th

**Historical Reconstruction:
The Period 1920 to 1945**

Readings:

John R. Thelin, **Games Colleges Play**

Ch. 1: "The Reform Canon: The 1929 Carnegie Foundation Report"

Ch. 2: "Responses to Reform, 1930 to 1946"

Ch. 3: "Regional Pride and Institutional Prestige: College Sports and The 'Booster Campus'".

Libby Sander, "After Big Cuts, Might Stanford Sports Longs for Sunnier Days," **The Chronicle of Higher Education** (November 8, 2009)

Unit 6: February 21st

**The Historian at the Movies:
Media and College Sports**

The Main Event: Hollywood Film, **Knute Rockne, All-American** (1940)

Readings:

Grantland Rice, "The Four Horsemen" (hand out)

James A. Michener, **Sports in America**

Ch. X, "The Media"

Recommended: Michael Oriard, **Reading Football: How the Popular Press Created an American Spectacle**

Unit 7: February 28th

Group Presentations for Assignment No. 1

Unit 8: March 7th

**Scandals and Structural Reforms
Historical Reconstruction: The Period 1945 to 1960**

Readings:

John R. Thelin, **Games Colleges Play**
ch. 4, "Schools for Scandal, 1946 to 1960"

- **Hand out Guideline for Assignment No. 2 (due on April 11th)**

Unit 9: March 14th

**** Spring Break ****

No Class Meeting

Unit 10: March 21st

Historical Perspective: The Coach as Culture Hero

The Main Event: The Glory Road: Adolph Rupp and Kentucky Basketball, 1930 to 1972

Readings:

James Kirby, **Fumble: Bear Bryant, Wally Butts and the Great College Football Scandal**

Ronald Smith, **Sports and Freedom: The Rise of Big-Time College Athletics**: ch. XI, "The Rise of the Professional Coach"

- **Workshop on Assignment No. 2**

Unit 11 March 28th

Historical Perspectives: The Student-Athlete

Readings:

James L. Shulman and William G. Bowen, **The Game of Life: College Sports and Educational Values** (2001)

Michael Oriard, **Bowled Over: Big-Time College Football from the Sixties to the BCS Era** "Part I: Football and the 1960s" (pp. 15-126)

Ronald Smith, **Sports and Freedom:**

Ch. XII, "Amateur College Sports: An Untenable Concept in a Free and Open Society"

The Knight Foundation Commission, **Keeping Faith with the Student-Athlete** (1991)

Peter Hamel, "For Star Player and Scholar, This Game Day is Different: Myron Rolle of Florida State University," New York Times (November 20, 2008)

Karen Crouse, "Put a Heisman in Stanford Back's Juggling Act: Toby Gerhart," New York Times (November 18, 2009).

- **Hand out guidelines for Assignment No. 3: Major Paper (due April 25th)**

Unit 12: April 4th

Historical Perspectives: Gender and Intercollegiate Athletics

Readings:

Welch Suggs, **A Place on the Team**

James L. Shulman and William G. Bowen, **The Game of Life: College Sports and Educational Values** (2001)

Suggested Reading:

Paula D. Welch, **Silver Era, Golden Moments: A Celebration of Ivy League Women's Athletics** (1991).

John R. Thelin, "Good Sports?: Historical Perspective on the Political Economy of Intercollegiate Athletics in the Era of Title IX, 1972-1997," **Journal of Higher Education** (July/August 2000) vol. 71, no. 4, pp. 392-410.

Unit 13: April 11th

Institutional Differences: Athletics at Small Colleges

Readings:

Douglas S. Looney, "Pure and Simple: In the New England Small College Athletic Conference, Athletes Compete for One Reason: Love of the Game," **Sports Illustrated** (n.d, circa 1994) pp. 68-80.

Alan Draper, "Innocence Lost: Division III Sports Programs," **Change** (November-December 1996) pp. 46-49.

Daniel L. Fulks, "Upgrading Sports Does Not Lead to More Funds: Schools That Were Losing Money are Still Losing," **The Lexington Herald-Leader** (December 18, 2006).

Suggested Readings:

Craig Lambert, "Superstars and Sponsors: The Professionalization of Ivy League Sports," **Harvard Magazine** (September-October 1997) vol. 100, no. 1, pp. 36-49
1998) vol. 89, no. 23, pp. 86-102.

* **Assignment No. 2 is due**

Unit 14: April 18th

Fiscal Fitness?

The Economics and Governance of Intercollegiate Athletics

Readings:

Knight Foundation Commission, **Keeping Faith With the Student-Athlete** (1991)

Ronald Smith, **Sports and Freedom: The Rise of Big-Time College Athletics**

Ch. X, "The Early Failure of Faculty Inter-Institutional Control"

John R. Thelin, **Games Colleges Play**

ch. 7: "From Sports Page to Front Page, 1980 to 1990"

Libby Sander and Brad Wolverton, "Debt Loads Weigh Heavily on Athletics Programs," **Chronicle of Higher Education** (September 28, 2009).

Michael Oriard, **Bowled Over: Big-Time College Football from the Sixties to the BCS**

Era

"Interlude: 1973: the NCAA Goes Pro" (pp. 127-144)

Unit 15: April 25th

Balancing Academics and Athletics: Institutional Missions and Educational Philosophies

Readings:

Michael Oriard, **Bowled Over: Big-Time College Football from the Sixties to the BCS Era**

“Part II: Living With a Contradiction” (pp. 145-280)

James L. Shulman and William G. Bowen, **The Game of Life: College Sports and Educational Values** (2001)

The Knight Foundation Commission on Intercollegiate Athletics, **Keeping Faith with the Student-Athlete** (1991)

Ronald A. Smith, **Sports and Freedom**

Epilogue: "A Twentieth-Century Meaning of American College Athletics"

William E. Kirwan and R. Gerald Turner, “Playoffs Not the Answer to College Football’s Financial Crisis,” **The Washington Post** (December 19, 2009) page A17.

- **Assignment No. 3: Final Papers are due**