

HIS - 363 - Sports, Politics, and Business in the United States

New Course Form

New Course

Turn on help text

* denotes required fields

1. General Information

a. Submitted by the College of of:*

b. Department/Division:*

c. Contact Person Name:* Erik Myrup

Email:* erik.myrup@uky.edu

Phone:* 859-257-3483

d. Requested Effective Date:* Semester following approval
 Specific Term/Year

If Specific Term/Year:

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

Is this course clinical? Also select "Yes" if the course is not clinical but you wish for the course to be reviewed by the HCCC* Yes
 No

What is the rationale for this proposal?* The department currently offers a Race and Sports course at the 300 level. This proposed course will differ in terms of content, and will, especially via a digital medium reach a wider audience than merely history students. It will, we think, appeal to people interested in UK sports, and hopefully create more excitement about history.

2. Designation and Description of Proposed Course.

a. Will this course Yes No

also be offered through Distance Learning?*

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

b. Prefix:* HIS	Number:* 363
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c. Full Title:* Sports, Politics, and Business in the United States

d. Transcript Title (if full title is more than 40 characters): Sports, Politics, and Business in the US

e. To be Cross-listed with (Prefix and Number):

Using the Files tab in the Proposal Toolbox, attach a letter of support from the chair of the cross-listing department.

f. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours for each meeting pattern type.

In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, re: two hours per week for a semester for one credit hour. (from SR 5.2.1)

For courses with variable credit, please use the following format (no spaces): #-##

Lecture: 3
Laboratory:
Clinical:
Colloquium:
Seminar:
Studio:
Recitation:
Residency:
Discussion:
Indep.Study:
Practicum:

Research:

Other:

- g. Identify a grading system:***
- Letter (A, B, C, etc.)
 - Pass/Fail
 - Medicine Numeric Grade
 - Graduate Level Grade Scale

h. Number of credits:* 3.0

i. Is this course repeatable for additional credit?*

Yes No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester?

Yes No

j. Course Description for Bulletin:* This thematic course draws upon sports to chronicle social, cultural and political topics, and issues in American history. Students will explore colonial America, slavery, progressive reform, urbanization, world wars, women's rights, and the black freedom struggle. Students will examine how heroic athletes have contributed to the construction of American business and politics. Students will examine primary sources and scholarly essays in order to enhance their critical thinking skills about America's consuming and controversial investment and interest in sports.

k. Prerequisites, if any:

3. Will this course be taught off campus?

a.* Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. Course will be offered (check all that apply):* Fall Spring Summer Winter

b. Will the course be offered every year?* Yes No

If No, explain:

5. Facilities and Personnel

a. Are facilities and personnel necessary for the proposed new course available? Yes No

*

If No, explain:

6. Enrollment

a. What enrollment (per section per semester) may reasonably be expected? 40-60

7. Anticipated Student Demand.

a. Will this course serve students primarily within the degree program? Yes No

b. Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain: A course dealing with the history of sports will likely be of general interest to students at the University of Kentucky and may attract a wider audience than history students alone.

8. Check the category most applicable to this course:

- Check one:*
- Traditional – Offered in Corresponding Departments at Universities Elsewhere
 - Relatively New – Now Being Widely Established
 - Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program? Yes No

If YES, list affected programs:

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

10. Information to be Placed on Syllabus.

a. Is the course at the 400G- or 500-level? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)

Confirm b. *The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl 10.a above) are attached.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests a change in deliver mode. 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>).

Instructor Name: Gerald Smith

Instructor Email: glsmit01@uky.edu

Check the method below that best reflects how the majority of the course content will be delivered.

Internet/Web-based
 Interactive Video
 Hybrid

Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students The lecture portions will be available through Canvas online (via EchoALP); weekly discussions will be moderated online through Canvas. The syllabus does include contact information for the DL office, and for persons who can help with technical problems, including the instructor himself. The instructor will be available via email to students, and can utilize the history department Canvas for any meetings that require a face-to-face component or for virtual

**and faculty and among students?
Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?**

Skype for any meetings that require a face-to-face component or for virtual office hours.

**2. How do you ensure that the experience for 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.**

The same lectures, papers, examinations, and discussions required of a classroom-based student will be required of the DL student. Required textbooks, course-goals, and modes of assessment employed will be comparable between the two modes of teaching.

3. 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.

All work will be submitted through the Canvas course portal (password protected); essay examination papers will be submitted to Turnitin for plagiarism checks.

4. Are you adding distance learning delivery to this course as part of an effort to offer a complete degree program 100% online? Yes No

If yes, which program(s)?

5. 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?

Readings not included in the required textbooks will be made available on the Canvas course shell to the DL student, just as they would be for classroom-based students. Documentaries, which comprise a substantial portion of the course material, are available through the UK library system's 'Films on Demand': classroom-based students and DL students would access these materials in precisely the same way. Links to online materials will be posted on Canvas for ease of access.

Library and Learning Resources

- 6. How do course requirements ensure that students make appropriate use of learning resources?** Films on Demand allows students to access contemporary analyses of events in the history of sports in the documentary medium. Newspaper articles on which discussion may focus will also be accessible through the Library search systems. Links to these will be posted on Canvas for ease of access.

- 7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.** Anyone with a computer and Canvas access will be able to access the course materials.

Student Services

- 8. How are students informed of procedures for resolving technical complaint? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Canvas Support Hotline/Chat or ITS Service Desk?** The syllabus lists a few different modes of resolving complaints, include contacting the Canvas support hotline/help button, the ITS service desk, the DL coordinator, and the instructor himself, who is happy to serve as an intermediary for technical concerns.

Canvas Support Hotline/Chat (<https://uk.instructure.com/>; Click Help Button for 24/7 service)

Information Technology Services (ITS) Service Desk (<http://www.uky.edu/UKIT/Help/>)

- 9. Will the course be delivered via services available through ITS Academic Technologies & Faculty Engagement?** Yes No

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.

- 10. Does the syllabus contain all the required components,** Yes

below?

Instructor's *virtual* office hours, if any.

The technological requirements for the course.

Contact information for Information Technology Customer Service Center:

Web: <http://www.uky.edu/UKIT/>

Phone: 859-218-HELP

Web Address for Distance Learning Programs: <http://www.uky.edu/ukonline/>

Procedure for resolving technical complaints.

Preferred method for reaching instructor, e.g. email, phone, text message.

Maximum timeframe for responding to student communications.

Language pertaining academic accommodations:

“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 (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Information on Distance Learning Library Services

Carla Cantagallo, DL Librarian

Web: <http://libraries.uky.edu/DLLS>

Phone: 859 218-1240

Email: carla@uky.edu

DL Interlibrary Loan Service: <http://libraries.uky.edu/ILL>

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Gerald L. Smith

Administration Use Only

OBJID

Sports, Politics, and Business in the United States HIS 363 (Online)

Semester/Term: Spring 20XX

Credit Hours: 3.0

Dr. Gerald Smith

1773 Patterson Office Tower

Email (preferred): glsmi01@uky.edu; I will respond to emails within two business days.

Office Phone: (859) 257-1357

Virtual Office Hours: TBA (via History Department skype, [ukyhistorydepartment](https://www.uky.edu/history/department))

This thematic course draws upon sports to chronicle social, cultural and political topics, and issues in American history. Students will explore colonial America, slavery, progressive reform, urbanization, world wars, women's rights, and the black freedom struggle. Students will study how heroic athletes have contributed to the construction of American business and politics. Students will examine primary sources and scholarly essays in order to enhance their critical thinking skills about America's consuming and controversial investment and interest in sports.

Student Learning Outcomes

Students will be able to analyze the construction of race, class, and gender identities in America through the lens of sports history.

Students will be able to contextualize American social history in the broader sweep of American ethnic and religious history.

Students will be able to explain and define the points of intersection of sports, business, and social justice American history.

Required Textbooks

Dave Zirin, *A People's History of Sports in the United States*

Steven A Riess, *Major Problems in American Sports History, Second Edition, 2015*

(A link to newspaper articles or editorials might be added as supplemental Readings.)

Resources

Web Address for DL programs: <http://www.uky.edu/ukonline/>

Distance Learning Library Services, <http://libraries.uky.edu/DLLS>

Carla Cantagallo, Distance Learning Librarian, 859-218-1240, carla@uky.edu

Technology Requirements

Minimum technical requirements for UK courses and suggested hardware, software, and internet connections are available at [ITS Student Hardware & Software Guidelines](#). In simplest terms, you will need Canvas access and access to UK library materials.

Technical Support

For account help, contact UK's [Information Technology Customer Services online](#), by [email](#), or by phone at 859-218-HELP (4357).

If you encounter technical issues, you might need to clean the cache of your browser; try to use a different browser. You can also search the help section on the bottom side bar in Canvas (Canvas Support Hotline/Chat at <https://uk.instructure.com/>; Click Help Button for 24/7 service). Lastly, If Canvas cannot help, please send me a screen shot of the problem. I will forward this information to the Instructional and Technical Services Director.

Course Assignments

Students will have two essay exams weighted at twenty percent each; three reaction papers on the documentaries that will count 15% each; and class discussion that will count 15%.

Exams (20% each): The two exams (submitted on Canvas via Turnitin) will cover lecture, reading and documentary materials. There will be four essay questions. Students will be required to answer two questions.

Reaction/Review Papers (15% each): These are one page type-written papers on the documentaries. Prompts for the paper will be announced on the day the documentary is made available on Canvas. See lecture/ reading outline for when the film is available. No late papers will be accepted one week after the original due date.

“Sports for Sale”

“Ethnic Notions”

“Evening the Odds: Is Title IX Working?”

Documentaries: Each of the assigned documentaries are available through the UK Library. You can type in the title of the Film. You can access Films on Demand by using your Link Blue account However, a link has been provided to the films on your Canvas shell.

Discussion (15%): This course will include discussion questions. (See module for weekly discussion questions.) Students will be expected to post comments (on Canvas) on the required readings/documentaries/or newspaper articles throughout the term.

Course Grading

Grading scale for undergraduates

90 – 100% = A

80 – 89% = B

70 – 79% = C

60 – 69% = D

Below 60% = E

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar.

Tentative Course Schedule: (The Course Lecture/Reading Outline is primarily guided by the content titles found in *Major Problems in American Sport History, Second Edition, 2015*)

***Lecture Topics:** The Rise of Sports; Sports in the 18th and early 19th Century; Games on the Slave Plantation; Boxing and Baseball

Zirin, pp. 1-32

Reiss Readings:

“What is Sport History” pp. 8-14

“Sport in Colonial America” pp. 26-49

“Traditional Sport and the Male Bachelor Subculture,” 1800-1860, pp 51-52, 55-58; 59-72; 76-85,

“The Making of a Modern Sporting Culture, 1840-1870” pp.88-115

***Documentaries**

“Sports for Sale”

“The Rise of Sports America”

***Lecture Topics:** Christian Masculinity: Public Schools and Playgrounds; Walter Camp, Football, and Progressive Reform; The 1936 Olympic Games

Zirin Reading , pp. 33-89

Reiss Readings:

“Higher Education and the Growth of American Amateur Sport, 1890-1940”pp. 117-122, 126-138, 148-149

“Sport and the Rise of the Industrial City, 1870-1920” pp, 155-173

“Sport and Class, 1870-1920” pp. 175-184, 194-203,

“Commercialization and Professionalization of Sports” 1870-1930, pp. 205-206, 210-212, 217-234

“Gender and Sport in Modern America, 1870-1920” pp. 236-275

***Lecture Topics:** Gender and Athletics; Breaking Racial Barriers; Race, Sports and the University of Kentucky

Zirin, Reading:, pp. 91-180

Reiss Readings:

Race, Ethnicity, and Sports, 277-278, 281-305, 379, 385-403

“Sports Heroes” and American Culture” pp. 308-310, 313-318-341

“Impact of Title IX on American Women and Sport” pp. 343-376

***Documentaries**

“Ethnic Notions”
“Unforgiveable Blackness”
“Evening the Odds: Is Title IX Working?”

***Lecture Topics:** Power and Money; The Media and Sports; College Athletics; Sports in America: Challenges and Controversies; Patriotism and Protest.

Zirin Reading: 181-268

Reiss Readings:
The Business of Sport” pp. 406-408, 412, 425-453

***Documentaries**

Ban College Football: A Debate”
“American Athletics: What happened to the Game?”

Final Exam Information: TBD

Midterm Grades for Undergraduate Students (Senate Rules 6.1.3.1)

Mid-term grades will be posted in myUK by the deadline established in the [Academic Calendar](#).

Excused Absences (Senate Rules 5.2.4.2)

Senate Rules 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) significant illness, (b) death of a family member, (c) trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit “reasonable cause for nonattendance” by the instructor of record. Students should notify the professor of absences prior to class when possible.

If a course syllabus requires specific interactions (e.g., with the instructor or other students), in situations where a student’s total EXCUSED absences exceed 1/5 (or 20%) of the required interactions for the course, the student shall have the right to request and receive a “W,” or the Instructor of Record may award an “I” for the course if the student declines a “W.” (Senate Rules 5.2.4.2.1)

(If an attendance/interaction policy is not stated in the course syllabus or the policy does not include a penalty to the student, the Instructor cannot penalize the student for any unexcused absences.)

Verification of Absences (Senate Rules 5.2.4.2.1 - 6)

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 due to: significant illness; death in the household, trips for classes, trips

sponsored by an educational unit and trips for participation related to intercollegiate athletic events; and interviews for full-time job opportunities after graduation and interviews for graduate and professional school. (Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.)

Religious Observances (Senate Rules 5.2.4.2.4)

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. Please check the course syllabus for the notification requirement. If no requirement is specified, two weeks prior to the absence is reasonable and should not be given any later. Information regarding major religious holidays may be obtained through [the Ombud's website](#) or calling 859-257-3737.

Make-Up Work (Senate Rule 5.2.4.2)

Students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The instructor must give the student an opportunity to make up the work and/or the exams missed due to the excused absence, and shall do so, if feasible, during the semester in which the absence occurred. The instructor shall provide the student with an opportunity to make up the graded work and may not simply calculate the student's grade on the basis of the other course requirements, unless the student agrees in writing.

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 (DRC). The DRC coordinates campus disability services available to students with disabilities. Visit the [DRC website](#), [email the DRC](#), contact them by phone at (859) 257-2754, or visit their office on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407.

Non-Discrimination Statement and Title IX Information

UK is committed to providing a safe learning, living, and working environment for all members of the University community. The University maintains a comprehensive program which protects all members from discrimination, harassment, and sexual misconduct. For complete information about UK's prohibition on discrimination and harassment on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation, please see [the electronic version of UK's Administrative Regulation 6:1 \("Policy on Discrimination and Harassment"\)](#). In accordance with Title IX of the Education Amendments of 1972, the University prohibits discrimination and harassment on the basis of sex in academics, employment, and all of its programs and activities. Sexual misconduct is a form of sexual harassment in which one act is severe enough to create a hostile environment based on sex and is prohibited between members of the University community and shall not be tolerated. For more details, please see [the electronic version of Administrative Regulations 6:2 \("Policy and Procedures for Addressing and Resolving Allegations of Sexual Assault, Stalking, Dating Violence, Domestic Violence, and Sexual Exploitation"\)](#). Complaints regarding violations of University policies on discrimination, harassment, and sexual misconduct are handled by the Office of Institutional Equity and Equal Opportunity (IEEO), which is located in 13 Main Building and can be reached by phone at (859) 257-8927. You can also visit [the IEEO's website](#).

Faculty members are obligated to forward any report made by a student related to IEEO matters to the Office of Institutional Equity and Equal Opportunity. Students can *confidentially* report alleged incidences through the Violence Intervention and Prevention Center, Counseling Center, or University Health Services.

Academic Integrity- Prohibition on Plagiarism (Senate Rules 6.3.1)

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 on the [Academic Ombud](#) page. 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.

Senate Rule 6.3.1 (see current [Senate Rules](#)) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their 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 content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. 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, except under specific circumstances (e.g. Writing Center review or peer review) allowed by the Instructor of Record or that person's designee. Plagiarism may also include double submission, self-plagiarism, or unauthorized resubmission of one's own work, as defined by the instructor.

Students may discuss assignments among themselves or with an instructor or tutor, except where prohibited by the Instructor of Record (e.g. individual take-home exams). However, the actual work must be done by the student, and the student alone, unless collaboration is allowed by the Instructor of Record (e.g. group projects).

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has 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.

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

Academic Integrity – Prohibition on Cheating (Senate Rules 6.3.2)

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.

Academic Integrity – Prohibition on Falsification/Misuse of Academic Records (SR 6.3.3)

Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic record of the University, specifically including knowingly having unauthorized access to such records or the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, "academic record" includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification, including the omission of information, or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.