

MAY 2019

# **Problems in American History 3310-003: HISTORY OF THE AFRICAN-AMERICAN ATHLETE**

**Professor Kenneth M. Hamilton**

**Dallas Hall 101**

**This class will meet every Monday to Friday from 9:00 am to 11:00 am and from 1:00 pm to 3:00 pm. Class will be conducted on a discussion format.**

**Office Hours: TBA**

**#52 Dallas Hall, HIST DEPT, 214-768-3598**

**DON'T BE RUDE! PLEASE TURN OFF YOUR CELL PHONES BEFORE ENTERING CLASS.**

## **COURSE DESCRIPTION**

History 3310-003 is a historical survey of the experiences of African American collegiate and professional athletes. Sports in the United States, like most places in the world, is a most important aspect of society.

Students in History 3310 will secure a basic biographic knowledge of some of the more notable post-Civil War black collegiate and professional athletes. They will also gain a rudimentary historical understanding of the role that Americans' race consciousness has played in the shaping of post-Civil War collegiate and professional sport history. Students will, moreover, gain an understanding of how the Modern Day Civil Rights Movement, and the news media has motivated African American Athletes, and their supporters, to attempt to make collegiate and professional sporting contests much more than just entertaining events.

## **ACADEMIC OBJECTIVES**

Upon successful completion of this course, students will be able to:

1. Demonstrate a basic factual knowledge of the African-American collegiate and professional athletes' post-Civil War experience in the U.S.
2. Assess and think critically about historical issues and how people interpret those issues.

## **LEARNING OUTCOMES**

### **HISTORICAL CONTEXTS**

Students will contextualize, in their own prose, main events, actors, and primary sources in a defined historical period.

### **HUMAN DIVERSITY:**

Students will demonstrate an understanding of the historical, cultural, social, or political conditions of identity formation and function in human society, including the ways in which these conditions influence individual or group status, treatment, or accomplishments.

## **REQUIRED BOOKS AND READINGS**

Howard Bryant, The Heritage—Black Athletes, A Divided America, And the The Politics of Patriotism

The Constitution of the United States of America

Jennifer H. Lansbury, A Spectacular Leap—Black Women Athletes in Twentieth-Century America

Racism in College Athletics, 3<sup>rd</sup> Ed, ed. Danna Brooks and Ronald Althouse

William C. Rhoden, Forty Million Dollar Slaves—The Rise, Fall, and Redemption of the Black Athlete

## **MEETINGS**

This class will meet every day. While the professor will lecture, he will conduct the meetings mostly as an informed discussions.

## **MAKE-UP EXAM POLICY**

If for any family or medical reason you find it absolutely necessary to miss an examination, you must contact me before the examination and obtain my consent to your absence if you wish to take a make-up exam. The date and time for any make-up will be announced in class.

## **DISCUSSIONS**

Since participation in class discussion is imperative, you must read your assigned reading before the start of each day's class. To facilitate discussions, at the start of every class day of the term, students will submit a typed one paragraph summary of that day's readings. I **I WILL NOT PROVIDE A GRADE FOR ANY OF THE SUMMARIES.** They will help me assess your understanding of the relevant readings, and provide me with ideas about how to further help you master the class material adequately. I will, therefore, construct feedbacks in a manner that will assist you in maintaining, or improving, your comprehension of the significant issues and data in the respective weekly readings. Hence they should enhance your learning of the relevant course materials. **It is**

**important to note that I will accept late paragraphs only from those students who have obtained excused absences from class. Each missed summaries will equate to one unexcused absence.** Thus it is most important that students attend all class sessions and submit all summaries.

## **PAPER**

Since there is one 3-5 page out-of-class written assignment, each student is asked to make an appointment with me at least one time before the mid-term examination so that you might discuss your on-going class work and the preparation of your essay.

**You will base your essay upon the required readings and in-class presentations only.**

**I WILL ALLOW NO OUT OF CLASS REFERENCES!!!** I will grade the paper according to:

1. the content and aptness of the ideas presented, and
2. the quality and accuracy of the prose.

I will accept no paper after the due date unless agreement is reached with me prior to the due date.

I offer the following suggestions to assist you in writing your essays.

- (1) Ask a "how" question about your selected topic before you start researching materials for your essay.
- (2) Gather as much relevant information from the class materials as you think will allow you to adequately answer your question.
- (3) Conceptualize a one to two sentences answer to your question.
- (4) Use that one or two sentence answer as your thesis statement.
- (5) Construct an outline that will guide your writing of the essay.
- (6) Write an introduction that expands your thesis statement.
- (7) Write several paragraphs that provide a change over time narrative.
- (8) Write a conclusion, and not a summary.

You must type your paper, double-spaced, written in clear, correct prose. When you use ideas of others, you must so indicate in a footnote or by some other method acceptable to me. If one borrows the ideas or words of others without acknowledgment, one is guilty of plagiarism. More details on this assignment will be provided in class.

## **METHOD OF DETERMINING FINAL COURSE GRADE**

Course work will have the following value in determining your course grade:

Midterm Exam	30%
Paper	30%
Final Exam	30%
Class Summaries and Participation	10%

## **SUGGESTIONS TO HELP YOU IN THE COURSE**

First, if you do not understand a course requirement or course material, please ask me about it. I am here to help, and I welcome opportunities to answer your questions.

Second, if you do not understand the grading of your examination, please seek clarification at the earliest opportunity.

Third, I would like to offer the following suggestions to assist you in writing essay exams:

- 1) Always relate exam points to time: if the exam has three sections of equal value, appropriate your time equally. Do not spend longer on one or two of the sections than the percent of the grade justifies.
- 2) Outline your essay before beginning to write. If you do not outline, the result often is a helter-skelter answer. So outline--quickly. Then begin writing a properly composed essay: write an introduction; compose the main portion of the answer; conclude with two or three sentences that summarize your argument. If you follow these procedures, rather than simply writing your essay as the thoughts occur to you, you are far more apt to write an organized, coherent essay.
- 3) Remember that the prime concern of history is to analyze change or changes over time. When, why, and how the changes occurred and the significance of the changes to African-American history are concerns at the center of each question I will ask. As you study throughout the semester, use this framework while you read the assigned material and review your notes. When exam time comes, you will think along the right lines.

I will say more on these matters in class. I want you to have success on examinations in general proportion to the effort you expend studying. If this does not happen on the midterm, be sure to talk with me at the earliest opportunity.

### **University Policies**

- **Disability Accommodations:** Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.
- **Religious Observance:** Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence.)
- **Excused Absences for University Extracurricular Activities:** Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements

with the instructor prior to any missed scheduled examination or other missed assignment for making up the work.

### **SCHEDULE OF ASSIGNMENTS**

<b><u>Day</u></b>	<b><u>Reading Assignment</u></b>	<b><u>TOPIC</u></b>
1 May 16	<u>The Constitution of the United States</u>  Rhoden, pp. ix-61  Brooks and Alhouse, pp. 1-27	Introduction  Race, blacks and  the building of America
2 May 17	Rhoden, pp. 34-61  Brooks and Alhouse, pp. 31-59	Slavery, racism, culture, and  sports
3 May 20	Rhoden, pp. 62-125	Inclusion, segregation, and  exclusion
4 May 21	Bryant pp. ix-51  Rhoden 127-169	Using athletics as a culture  Weapon
5 May 22	Lansbury, pp. 3-113  Mid-term exam	African America women  athletes and segregation
6 May 23	Brooks and Alhouse, pp. vi-59  and 171-195	Early history of black college  Athletes
7 May 24	Brooks and Alhouse, pp. 195-213  Rhoden, pp. 171-195	Black athletes at HWCUs
8 May 28	Lansbury, pp. 191-245  Brooks and Alhouse, pp. 309-323,  and 309-323  Rhoden, pp. 219-229	Athletic opportunities for  African American women  collegians

9 May 29	Brooks and Althouse, pp. 155-192 And 259-283	Black collegians' athletic experiences during American Civil rights era
10 May 30	Bryant, pp. 100-142, and 200-221	Black athletes and American nationalism
11 May 31	Byrant, pp. 166-221 <b>FINAL EXAM</b>	Rich, oppressed and a limited fight for justice