

**AFR 374 Race and Sports**  
**Instructor: Dr. Eric L. McDaniel**

<b>Spring 2004</b>	<b>Office: A237A Jester Hall</b>
<b>Time: 11 A.M. – 12 P.M.</b>	<b>Office Hours: 1:00 P.M. -2:30 P.M. Mondays and Wednesdays or by appointment</b>
<b>Days: Monday, Wednesday, and Friday</b>	<b>Phone: 471-1784</b>
<b>Classroom: A303A Jester Hall</b>	<b>e-mail: emcdaniel@mail.utexas.edu</b>

**Course Description**

The purpose of this course is to examine the role of race in sports. It is well established that race is one of the greatest problems of the United States. It is also well established that athletics is one of the most popular aspects of American society. This course examines the intersection of race and sports to see how it has affected our understanding of each. By focusing mainly on the athletic achievements and barriers of people of African descent this course will examine the creation and meaning of race and how it relates to the American understanding of sports.

**Required Texts**

1. Entine, Jon. 2000. *Taboo: Why Black Athletes Dominate Sports and Why We're Afraid to Talk About It*. New York: Public Affairs.
2. Hietala, Thomas R. 2002. *The Fight of the Century: Jack Johnson, Joe Louis, and the Struggle for Racial Equality*. Armonk, NY: M.E. Sharpe.
3. Smedley, Audrey. 1999. *Race in North America: Origin and Evolution of a Worldview*. Second ed. Boulder, CO: Westview.
4. Wiggins, David K., and Patrick B. Miller, eds. 2003. *Unlevel Playing Field: A Documentary History of the African American Experience in Sport*. Urbana, IL: University of Illinois Press.
5. A Course pack is available at Abel's Copies University Towers, 715D, West 23rd St.

**Coursework**

*All course assignments are to be typed, with proper citations, and are due at the beginning of class. No assignment is to be e-mailed to me. Any assignment not submitted by the end of class is considered late and will receive a penalty. Any assignment not submitted by the end of the day that it is due, will not be accepted.*

Class Policies Acceptance Sheet: worth 2%

Signing this sheet acknowledges that you understand the policies of the course. Signing this sheet indicates that you have been informed of how the assignments are to be

completed as well as the consequences for not following class policies. You have until February 9, 2004 to sign and turn in this sheet. Signing and turning in this sheet is worth 2% of your final grade.

Research Assignments: worth 8%

The research assignments are short, 1-2 page, papers that require students to take time to research a specific topic or event. These papers should include proper citations and a bibliography. There are a total of five research assignments. The research assignment grade is worth 8% of your final grade.

Discussion Papers: worth 5%

The discussion papers are short, 1-2 page papers that allow students to address a specific topic in class. There are a total of five discussion papers. In writing the papers make sure to be aware of the discussion topic.

Response Papers: worth 27%

The reflection papers are 4-6 page typed papers that discuss some of the topics covered in the course. The purpose of these papers is to provide a forum to discuss some of the issues raised in the course. Along with incorporating the class readings each paper requires the use of two outside scholarly sources to answer the questions asked. Each paper is to provide proper citations and be a direct reflection of the course readings, lectures and discussions. The first response paper is worth 7%, the other two are each worth 10% of the final grade

First Paper Meeting: worth 3%

In order to help students better prepare their remaining response papers in the course, students will need to come by my office hours to discuss their performance on the first reflection paper. Students have from February 27, 2004 to April 6, 2004 to meet with me. This meeting is worth 3% of your final grade.

Class Presentation: worth 10%

The class presentations will accompany the response papers and will provide a forum for the entire class to discuss the varying topics discussed in the course. The class presentations are worth 10% of the final grade. If the class presentation is missed it cannot be made up.

Exams: worth 45%

There will be three exams in this course two midterm exam and a final exam. Each is exam will be cumulative. The exams will address all of the topics addressed in the course and center on how they relate to each other. The first midterm is worth 10%, the second is worth 15%, and the final is worth 20% of the final grade.

Class Policies Acceptance	2%
Research Assignments	8%
Discussion Papers	5%
Response Paper One	7%
First Paper Meeting	3%
Midterm Exam One	10%
Response Paper Two	10%
Midterm Exam Two	15%
Class Presentation	10%
Response Paper Three	10%
<u>Final Exam</u>	<u>20%</u>
Total	100%

A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

## **Expectations**

### Preparation

Doing well in this class necessitates that students are informed and prepared. Therefore, you will be expected to complete the readings prior to when class meets. This course covers a large amount of material in a short amount of time. If you do not keep up with the readings, your grade will reflect it.

### Professionalism

Remember that this is an academic environment. Therefore, I ask that you minimize unnecessary disruptions. This includes (but it is not limited to) side conversations, cell phone calls and pagers. I also ask that you be proactive if any conflict occurs. This means notifying me ahead of time if you are unable to meet the requirements of the course.

### Ground Rules

Because this course will sometimes deal with sensitive material, it is imperative that we set a series of ground rules.

1. Respect others. There will be times when you disagree with an idea that has been presented to the class. Although you have the right to disagree with someone, you must remember to challenge the idea and not the person.
2. Listen attentively. The purpose of this course is to present and discuss different ideas. In order to reap the benefits of such an exchange, you must be willing to pay attention to what others have to say.

3. Think before you speak. Refrain from making broad, general, and/or unsubstantiated comments. Make sure that you use evidence and provide a rationale for your statements.
4. Maintain the dignity of the academic environment. Your ideas should be presented using Standard English, minus the use of any profanity.
5. Raise your hand. This helps to maintain order in the classroom and helps to ensure that everyone has a chance to talk.
6. Be courteous. Refrain from interrupting or engaging in private conversation while others are speaking. Also, limit disruptive behavior, such as newspaper reading, personal grooming, etc.

#### Procedures for Dealing with Grade/Evaluation Concerns

Grade/evaluation concerns will only be considered if the following procedure is followed:

All grade complaints must be **TYPED** and must clearly express the student's specific concerns. These written statements must be accompanied by citations of support from course materials, i.e. readings, textbook, and/or lecture notes, in order to ensure accuracy.

Written statements will not be considered until one week **AFTER** the assignment is returned to students. This allows the student time to reread his/her answers and think carefully about what improvements could have been made.

Grievances will not be considered once two weeks have passed. For example, if I return a graded assignment on Monday, the student must submit a complaint **BEFORE** the Friday of the following week. Once class is over on that Friday, no complaints will be considered for that assignment.

Since class time is limited, I will only deal with questions or concerns during scheduled office hours.

Finally, submitting a grade grievance will result in a complete re-grade of the assignment.

#### Academic Dishonesty

The University defines scholastic dishonesty in the following way:

“According to the *Institutional Rules*, scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, and falsifying academic records.”

In the event that a student violates the University policy on scholastic dishonesty, he or she will be “subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, please visit the Student Judicial Services web site at [www.utexas.edu/depts/dos/sjs/](http://www.utexas.edu/depts/dos/sjs/).”

### Special Needs

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. To determine if you qualify, please contact the Dean of Students at 471-6259; 471-4641 TTY. If they certify your needs, I will work with you to make appropriate arrangements.

### Religious Holy Day Observance

If an assignment for exam falls due on a day when you are observing a religious holy day, I will work with you to find an acceptable alternative time to complete the assignment.

### E-mail

As stated above no assignment is to be e-mailed to me. Also I do regularly check my e-mail, but sometimes I am unable to respond quickly. Please allow one to two days for an e-mail response.

### Extra Credit

Extra credit in this course can only be received if all of the assignments (class policies acceptance, first paper meeting, response papers, discussion papers and research assignments) are completed.

### Cancelled Classes

Periodically class may be canceled. The class will be informed of these dates and will be held accountable for the readings of that day.

### Blackboard

The syllabus, course assignments, and class announcements are posted on Blackboard for reference. In special cases, the lecture notes will be available on Blackboard as well. Make sure to regularly check Blackboard for announcements and assignments.

### **Course Schedule**

<b>Date</b>	<b>Topic</b>	<b>Reading</b>
Week One		
<b>Monday, January 19, 2004</b>	King Holiday	
<b>Wednesday, January 21, 2004</b>	Course Introduction	<b>Read Tatum Chapter One</b>
<b>Friday, January 23, 2004</b>	<b>Why is race difficult to talk about?</b>	<b>Read Steele: "I'm Black, You're White, Who's Innocent?"</b>
Week Two		
<b>Monday, January 26, 2004</b>	<b>The Construction of Race</b>	<b>Read Smedley Chapters One and Two</b>
<b>Wednesday, January 28, 2004</b>		<b>Read Smedley Chapter Four</b>

<b>Friday, January 30, 2004</b>		<b>Read Smedley Chapter Seven</b> Film: Africans in America
Week Three		
<b>Monday, February 02, 2004</b>	The Politics of Race and Science	<b>Read Smedley Chapter Ten</b> <i>Research Assignment One Due</i>
<b>Wednesday, February 04, 2004</b>		<b>Read Entire Chapters One and Two</b> Film: The Illusion of Race
<b>Friday, February 06, 2004</b>		<b>Read Entire Chapters Three and Four</b> Film: The Illusion of Race
Week Four		
<b>Monday, February 09, 2004</b>	<b>The Meaning of Race</b>	<b>Read Roediger Chapter One:</b> “On Autobiography and Theory: An Introduction” <i>Research Assignment Two Due</i>
<b>Wednesday, February 11, 2004</b>		<b>Read Marx article:</b> “Race-Making and the Nation-State”
<b>Friday, February 13, 2004</b>		<b>Read Conover article:</b> “The influence of Group Identification on Political Perceptions and Evaluation”
Week Five		
<b>Monday, February 16, 2004</b>	<b>Racial Identity and Sports</b>	<b>Read Harrison, Harrison and Moore article:</b> “African American Racial Identity and Sport”
<b>Wednesday, February 18, 2004</b>	Class Discussion: How has race science influenced our views of Blacks?	<b>Read Entire Chapter Twenty</b> <b>Read Edwards Article:</b> “Crisis of Black Athletes on the Eve of the 21 <sup>st</sup> Century” <i>Discussion Paper One Due</i>
<b>Friday, February 20, 2004</b>	<b>First Response Paper Due</b>	<b>First Paper Presentation</b>
Week Six		
<b>Monday, February 23, 2004</b>	Exam Review	
<b>Wednesday, February 25, 2004</b>	Exam One	
<b>Friday, February 27, 2004</b>	<b>The African-American Athlete in the 20<sup>th</sup> Century</b>	<b>Read Entire Chapter Ten</b> Film: The Journey of the African-American Athlete
Week Seven		
<b>Monday, March 01, 2004</b>	Reconstruction and	<b>Read the Strange Career of Jim</b>

	Jim Crow	<b>Crow: “Capitulation to Racism”</b> <i>Research Assignment Three Due</i>
<b>Wednesday, March 03, 2004</b>	<b>Jack Johnson: The Great Black Hope</b>	<b>Read Hietala Chapter One: “A Retribution Seeks”:</b> White Repression and Black Redemption.
<b>Friday, March 05, 2004</b>	Class Discussion: What is Jack Johnson’s legacy?	<b>Read Hietala Chapter Two: “A Tempest of Dispraise”:</b> From Black Hope to Black Burden <i>Discussion Paper Two Due</i>
Week Eight		
<b>Monday, March 08, 2004</b>	<b>Joe Louis and The Great Migration</b>	<b>Read Hietala Chapter Five: “Don’t You Fall Now”:</b> A new Race Ambassador Emerges
<b>Wednesday, March 10, 2004</b>	Film: Paul Robeson-Here I Stand	<b>Read Hietala Chapter Six: “No Other Dream, No Land But This”:</b> Black Americans and the Enemy Within
<b>Friday, March 12, 2004</b>	Film Continued	<b>Read Wiggins and Miller Chapter Two: “Striving for Success: African American Athletes in the Early Period of Jim Crow, 1865-1915”</b> focus on Intro and sections A and C
Week Nine		
<b>Monday, March 15, 2004</b>	Spring Break	
<b>Wednesday, March 17, 2004</b>	Spring Break	
<b>Friday, March 19, 2004</b>	Spring Break	
Week Ten		
<b>Monday, March 22, 2004</b>	Film: “A Soldier’s Story”	<b>Read Hietala Chapter Seven: “Another World Be Born”:</b> In Search of Victory at Home and Abroad
<b>Wednesday, March 24, 2004</b>	Film Continued	
<b>Friday, March 26, 2004</b>	Class Discussion: How are the lives of Jack Johnson, Paul Robeson, Jesse Owens, and Joe Louis intertwined?”	<b>Read Wiggins and Miller Chapter Four: “The Quest for Racial Reform: Affirmation and Protest I the Sporting Realm, 1920s and 1930s”</b> Focus on Intro and sections A, B, and C <i>Discussion Paper Three Due</i>
Week Eleven		
<b>Monday, March 29, 2004</b>	Blacks in Team	<b>Read Wiggins and Miller</b>

	Sports: Baseball	<b>Chapter Three: “Parallel Institutions: Black Sports between the World Wars”</b>
<b>Wednesday, March 31, 2004</b>	Football and Basketball	<b>Read Wiggins and Miller Chapter Three</b>
<b>Friday, April 02, 2004</b>	<b>The Civil Rights Movement</b>	<b>Read Wiggins and Miller Chapter Five: “African American Athletes and Democratic Principles: Interpreting the Desegregation of Sport, 1940s and 1950s”</b> focus on sections A, C, and D <i>Research Assignment Four Due</i>
Week Twelve		
<b>Monday, April 05, 2004</b>	<b>The Black Power Movement</b>	<b>Read Wiggins and Miller Chapter Six: “Sport, the Civil Rights Movement, and Black Power, 1960s and 1970s”</b> focus on Intro and Sections A and B
<b>Wednesday, April 07, 2004</b>	The 1968 Olympics	<b>Read Bass Chapter Six: “That’s My Flag”</b>
<b>Friday, April 09, 2004</b>	<b>Second Response Paper Due</b>	<b>Second Paper Presentation</b>
Week Thirteen		
<b>Monday, April 12, 2004</b>	Exam Review	
<b>Wednesday, April 14, 2004</b>	Exam Two	
<b>Friday, April 16, 2004</b>	No Class: Midwest Political Science Association Meetings	<b>Read Wiggins and Miller Chapter Seven: “Progress, Protest, and Alienation in the Sports Factory, 1970s and Beyond”</b>
Week Fourteen		
<b>Monday, April 19, 2004</b>	<b>The Black Athlete Today</b>	<b>Read Entire Chapter Twenty-Four</b> Film: “The Journey of the African American Athlete”
<b>Wednesday, April 21, 2004</b>		<b>Read Wiggins and Miller Chapter Eight: Black Cultural Commentary: “Race Relations and Sport at the Turn of the Twenty-first Century”</b> <i>Research Assignment Five Due</i>
<b>Friday, April 23, 2004</b>		<b>Read Wiggins and Miller Chapter Eight</b>



Week Fifteen		
<b>Monday, April 26, 2004</b>	Class Discussion: Has the image of the Black Athlete evolved?	<b>Read Hoberman article:</b> “The Price of ‘Black Dominance’” <b>Read Sigelman article:</b> “The African American Athletic Fixation” <i>Discussion Paper Four Due</i>
<b>Wednesday, April 28, 2004</b>	<b>Race, Gender and Sports</b>	<b>Read Crenshaw:</b> “Whose Story is it Anyway?: Feminist and Antiracist Appropriations of Anita Hill”
<b>Friday, April 30, 2004</b>		<b>Read Entire Chapters Twenty- one and Twenty-three</b>
Week Sixteen		
<b>Monday, May 03, 2004</b>	Class Discussion: How different is the road that Black female athletes travel from others?	<b>Read Sellers, Kuperminc and Damas:</b> “The College Life experiences of African American Women Athletes.” <i>Discussion Paper Five Due</i>
<b>Wednesday, May 05, 2004</b>	Exam Review	
<b>Friday, May 07, 2004</b>	<b>Third Response Paper Due</b>	<b>Third Paper Presentation</b>

**Class Policies Acceptance Sheet**  
**Due by February 9, 2004**

I, \_\_\_\_\_, have read the syllabus for this course and understand the consequences for not adhering to the expectations explained in the syllabus. I am aware of the class behavior expectations as well as the expectations for the assignments. I acknowledge that it is my responsibility to remain current with course materials (lectures, readings, handouts, films etc.). I am also well aware of consequences of scholastic dishonesty. In addition, I have been provided with information that will allow me to better understand what constitutes scholastic dishonesty. I am aware that all of the class policies can also be referenced on the class website, located in Blackboard. Finally, I understand that if I have any questions or problems with the course that I should contact the instructor as soon as possible.

Signature: \_\_\_\_\_ Date \_\_\_\_\_