

HIST 2516 AMERICA THROUGH BASEBALL

Fall 2015

HIST 2516:	Section 280R	Instructor:	Martin C. Babicz, Ph.D.
MWF	9:00 a.m. to 9:50 a.m.	Email:	babicz@colorado.edu
Bldg:	Libby Hall, 140	Office:	Libby Hall, Rm. 140A
Final Exam:	Mon., Dec 14, 4:30-7:00 pm	Office Hours:	Mon. & Wed. 8:15 to 8:50 p.m. or by appointment

Important Announcement from the History Department:

History Majors may apply **only one** 2000-level course to the major and should consult their History department advisor before taking a 2000-level course. If you think you may want to major in History but have not declared the major yet, *do not take multiple 2000-level courses.*

Books (Required):

Harold Seymour	<i>Baseball: The Early Years</i>
Thomas W. Zeiler	<i>Ambassadors in Pinstripes</i>
Eliot Asinof	<i>Eight Men Out: The Black Sox and the 1919 World Series</i>
Donn Rogosin	<i>Invisible Men: Life in Baseball's Negro Leagues</i>
Doris Kearns Goodwin	<i>Wait Till Next Year: A Memoir</i>

History Textbook (Optional):

James West Davidson, et. al. *U.S. A Narrative History, Vol. 2: Since 1865*

In addition to the above books, there may be handouts or additional material on reserve which you will be required to read.

Note on the Course:

This purpose of the course is to arrive at a better understand the history of the United States through the history of baseball. This course examines American History since the Civil War and explores how the social, cultural, economic, and political forces shaping America were reflected in the national pastime. The course also examines the events and people who shaped baseball and looks at how they influenced American society at large.

The course will include both lectures and discussions. Generally, on Mondays there will be a lecture on a historical issue. On Wednesdays, there will be a lecture on an aspect of baseball history related to that historical issue. Then, on Fridays, we will either hold a discussion or group presentations.

The course will be divided into three parts. The first part will examine the United States in the second half of the 19th century. The second part will examine the United States in the first half of the 20th century. The final part will examine the United States since World War II.

This class is primarily a lecture class, supplement by discussion. Furthermore, a great deal of the material covered in the lectures is not dealt with in the readings. Missing a class does not excuse you from knowing what was covered in the lecture. If you miss a lecture, you would do well to obtain the notes from another student.

Reading Schedule:

Read before the First Midterm:

Seymour, <i>Baseball: The Early Years</i> (Parts 1 & 2)	Finish by September 4
Zeiler, <i>Ambassadors in Pinstripes</i>	Finish by September 11
Seymour, <i>Baseball: The Early Years</i> (Parts 3 & 4)	Finish by September 18
Optional: <i>U.S. A Narrative History</i> , Chapters 17-20	Finish by September 25

Read before the Second Midterm:

Asinof, <i>Eight Men Out</i>	Finish by October 2
Rogosin, <i>Invisible Men</i>	Finish by October 16
Optional: <i>U.S. A Narrative History</i> , Chapters 21-26	Finish by October 30

Read before the Final Exam:

Kearns Goodwin, <i>Wait Till Next Year</i>	Finish by November 13
Optional: <i>U.S. A Narrative History</i> , Chapters 27-32	Finish by December 11

Grading:

First Midterm:	15%
Second Midterm:	15%
Two Short Writing Assignments (Book Reviews):	10% (5% each)
Major Paper:	15%
Class Presentation:	10%
Participation in Discussion Sessions:	10%
Final Exam:	25%

Attendance Policy:

Spotty attendance will affect your performance in class. Because a significant portion of the material covered in class will be through lectures, you will find it difficult to keep up with the class if you miss too many lectures. In addition, class participation will comprise a component of your final grade. Consequently, participation in the discussion classes will be mandatory. You obviously cannot participate if you do not attend. In addition, attendance at the group presentations is also mandatory.

Exams:

There will be two 45-minute midterm exams and a 2.5-hour final exam. The first midterm, which will test you on the first third of the course, will be given on Friday, September 25, and the second midterm, which will test you on the middle third of the course, will be given on Friday, October 30. The final exam will be given on Monday, Dec. 14 from 4:30 p.m. to 7:00 p.m. Part of the final exam will focus on material covered since the second midterm, but there will be at least one cumulative question on the final exam focusing on the entire course.

You will be required to bring in one blue book on the day of each exam. *Do not write your name or anything else in the blue books*. The blue books will be handed in before the exams and redistributed at random.

Class Discussions:

Date	Discussion Topic	Historical Theme
September 11	<i>Ambassadors in Pinstripes</i>	American Imperialism
September 18	<i>Baseball: The Early Years</i>	Industrialization
October 2	<i>Eight Men Out</i>	The Return to Normalcy
October 16	<i>Invisible Men</i>	Jim Crow America
November 13	<i>Wait Till Next Year</i>	Post-War Affluence

Class Presentations:

Five class periods will be devoted to presentations examining the interaction between baseball and American culture. The class will be broken up into ten small groups of two or three students. Each group will give a 15 to 20 minute presentation on an aspect of American culture with a baseball theme, including songs, poems, a comedy routine, and a painting.

In your presentation, you should either recite (or, if you wish, sing) the song, poem, or routine, or you can play a recording or video of it. If you are doing a presentation on the painting, you should show a copy of it to the class.

In your presentation, you should tell us a little about the person (or persons) who created the work you are examining. Also, tell us when and why that person (or persons) created it and what performer (if any) made it famous. Finally, what does the work tell us about baseball during the time it was created and what does it tell us about American during the time the work was created?

Presentation Topic	Date
“Casey at the Bat”	October 23
“Take Me Out to the Ball Game”	October 23
“Baseball’s Sad Lexicon”	October 23
“Who’s on First”	November 6
“Lineup for Yesterday”	November 6
“Did You See Jackie Robinson Hit the Ball?”	November 6
<i>The Three Umpires</i> (a.k.a. <i>The Bottom of the Sixth</i>)	November 6
“Meet the Mets”	December 4
“Talkin’ Baseball (Willie, Mickey and the Duke)”	December 4
“Centerfield”	December 4

Major Paper Assignment:

You will research a specific decade from 1900 through the 1970s, and you will write an eight-page paper on that decade. Your paper should examine the social, economic, political, and cultural trends and events that took place in, or affected America during, the decade you chose. Your paper should also look at developments that took place in baseball during that decade. Finally, you should analyze these trends, events, and development, and offer an interpretation of how and why baseball reflected American society in the decade you chose.

You must choose your decade by Monday, September 21. In class on **Monday, September 21**, you will submit a one-page summary identifying the decade you chose and explaining why you chose it. *Failure to submit your summary on time will result in a ten percent penalty on your paper's final grade.*

In researching your paper, you must use at least four books written by historians to research the social, economic, political, and cultural trends taking place in America. (Please note: You may **not use Wikipedia or other websites** to research this aspect of your paper!) In researching baseball during the decade you chose, you may use books written by either historians or sportswriters. In researching baseball, you may also use mlb.com or www.sabr.org, *but no other websites will be allowed.* In class on **Monday, October 19**, you will submit your bibliography for my approval. Your bibliography must follow the approved History Department guidelines (see below). *Failure to submit your bibliography on time will result in a ten percent penalty on your paper's final grade.*

Your paper, which will be due on **Monday, November 16**, will be graded on both content *and* format. It must be at least eight stapled pages in an approved publishing font with one-inch margins all around. Papers should be written in formal academic style (avoid slang or jargon), and should follow History Department guidelines. *Any factual material or ideas you take from another source, whether a direct quote or not, must be acknowledged in an appropriate footnote or endnote, unless the factual material is common knowledge.* (Please note: Citations must be footnotes or endnotes. **In-text citations are not acceptable for history papers.**) Failure to *properly* cite material taken from other sources will affect your grade. Your paper, including the format and style of your footnotes or endnotes, should conform to the History Department reference guidelines, which can be <https://history.colorado.edu/undergraduates/paper-guidelines/referencing>. I will also post footnote/endnote and bibliography guidelines on Desire to Learn.

Short Writing Assignments (Book Reviews):

You will be required to write reviews of two of the five books required for the course. The due date of the reviews will depend upon which book you choose to write on. You will choose which two books you wish to write on, but you may not choose two books from the same unit. Each review will be worth five percent of your final grade. The due dates are as follows:

Unit One Book Review:

	Zeiler, <i>Ambassadors in Pinstripes</i>	Due: September 11
OR	Seymour, <i>Baseball: The Early Years</i>	Due: September 18

Unit Two Book Review:

	Asinof, <i>Eight Men Out</i>	Due: October 2
OR	Rogosin, <i>Invisible Men</i>	Due: October 16

Unit Three Book Review:

	Kearns Goodwin, <i>Wait Till Next Year</i>	Due: November 13
--	--------------------------------------------	------------------

Each review should be three to four pages long. In your reviews, you should identify the author's argument. You should then examine the evidence the author puts forward to make his or her case. Analyze the argument and evidence. What are the strong points of the author's argument? What are the argument's weaker points? Is the author convincing? Why or why not? Finally, you must explain how the author's argument fits into the historical context of the time he or she is examining. The short writing assignments should follow the same format, style and citation guidelines that are required in the larger paper, as specified above.

Trip to Coors Field:

The Libby Hall is planning a trip to a Colorado Rockies game. The game is tentatively scheduled for Sunday, September 20 against the San Diego Padres. Libby Hall will charter a bus and pay for the tickets. **All students in this class are required to attend this trip.** Everyone going will be required to take the chartered bus to and from the stadium. Details on the trip to the ballgame will be announced as the date gets closer.

A Note on SABR: If you are interested in baseball history, you might be interested in SABR—The Society for American Baseball Research. SABR is a sort of baseball historical society. Many of its members take a scholarly approach to researching little known aspects of the game's history. SABR publishes several periodicals on baseball history, including two yearly publications, *The Baseball Research Journal* and *The National Pastime*. Many articles published by SABR are available online. For more information, check out the SABR website (www.sabr.org).

Late Paper & Make-Up Exam Policy:

No extensions will be given on the writing assignment, and no late papers will be accepted.

If for some unavoidable reason (illness, family emergency, etc.) you must miss a scheduled exam, **please contact me either in person or by email, before the exam date.** If you fail to contact me, you will not be able to make up the work. Written documentation explaining your absence will be required. If you must miss a scheduled exam or group discussion because of a conflict with a school-approved activity (including an athletic event you may be participating in) or a military obligation, please contact me as soon as you know about the conflict. Do not wait until the date of the conflict is almost upon us.

Please note: All assignments must be submitted in hard copy in class on the day they are due. No electronic documents will be accepted.

Texting, Net-Surfing, Phones, Beepers & Laptops:

In consideration of the other students, please turn off your laptops, ipads, ipods, cell phones and beepers while in class. If you are caught texting, tweeting, checking your cell phone, checking your email, listening to music, surfing the net, or using your laptop, your final grade will be docked a full letter grade.

Pets:

In consideration of your fellow students (and in consideration of your pets), please do not bring your pets to class. If you bring a pet to class, you and your pet will be asked to leave. (And, your pet, who really does not want to be in my class, will thank me for it.)

SYLLABUS STATEMENTS CONCERNING UNIVERSITY POLICIES

Fall 2015

(1) On Disabilities: If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Center for Community - N200, at: disabilityservices.colorado.edu.

(2) On Religious Observances: Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. See full details at: colorado.edu/policies/observance-religious-holidays-and-absences-classes-and/or-exams.

(3) On Classroom Behavior: Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to the behavior standards listed in the Rights and Responsibilities Regarding Standards of Conduct and to refrain from disrupting classes and other academic settings may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Contact: 303-492-5550, Center for Community, S430, at: colorado.edu/osc.

(4) On Discrimination and Sexual Harassment: The University of Colorado Boulder is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation, or political philosophy in admission and access to, and treatment and employment in, its educational programs and activities. CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes, or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation, or political philosophy. Contact the Office of Institutional Equity and Compliance at 303-492-2127 or visit: colorado.edu/institutionalequity/.

(5) On the Honor Code: All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council via email at honor@colorado.edu or by phone at: 303-735-2273. Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at: Colorado.edu/policies/honor.

Note from Dr. Babicz: In addition to being reported to the Honor Code Council, all students caught cheating on an exam or plagiarizing a paper will automatically receive an "F" for the course. (Also note: Passing off someone else's words or ideas as your own by not including proper citations that credit the original source is a form of plagiarism.)

Schedule of Lectures, Discussions, Assignments & Exams:

Unit One: American & Baseball in the 19th Century

1.	Mon.	Aug 24			First Class – Introduction
2.	Wed.	Aug 26	Lecture	No. 1	Tocqueville’s America
3.	Fri.	Aug 28	Lecture	No. 2	The Origins of Baseball
4.	Mon.	Aug 31	Lecture	No. 3	The Industrialization of America
5.	Wed.	Sept 2	Lecture	No. 4	The Industrialization of Leisure & the Birth of the N.L.
6.	Fri.	Sept 4	Lecture	No. 5	American Imperialism
	Mon.	Sept 7			<i>No Class – Labor Day</i>
7.	Wed.	Sept 9	Lecture	No. 6	Spreading Baseball to the Rest of the World
8.	Fri.	Sept 11	<i>Discussion 1</i>		<i>Ambassadors in Pinstripes (also Zeiler Review Due)</i>
9.	Mon.	Sept 14	Lecture	No. 7	The Emergence of Organized Labor
10.	Wed.	Sept 16	Lecture	No. 8	The Brotherhood & The Players League
11.	Fri.	Sept 18	<i>Discussion 2</i>		<i>Baseball: The Early Years (also Seymour Review Due)</i>
	Sun.	Sept 20	<i>Baseball Game</i>		<i>Arizona Diamondbacks vs. Colorado Rockies at Coors Field (Tentative)</i>
12.	Mon.	Sept 21	Lecture	No. 9	The Progressive Era (also Paper Topic Due)
13.	Wed.	Sept 23	Lecture	No. 10	Trust-Busting & the Birth of the A.L.
14.	Fri.	Sept 25			First Midterm Exam

Unit Two: America & Baseball in the First Half of the 20th Century

15.	Mon.	Sept 28	Lecture	No. 11	World War I & the Return to Normalcy
16.	Wed.	Sept 30	Lecture	No. 12	The Federal League & the Black Sox Scandal
26.	Fri.	Oct 2	<i>Discussion 3</i>		<i>Eight Men Out (also Asinof Review Due)</i>
18.	Mon.	Oct 5	Lecture	No. 13	The Jazz Age
19.	Wed.	Oct 7	Lecture	No. 14	The Age of Ruth
26.	Fri.	Oct 9	<i>WORKSHOP</i>		<i>WRITING YOUR PAPER</i>
21.	Mon.	Oct 12	Lecture	No. 15	Jim Crow America
22.	Wed.	Oct 14	Lecture	No. 16	The Negro Leagues
23.	Fri.	Oct 16	<i>Discussion 4</i>		<i>Invisible Men (also Rogosin Review Due)</i>
24.	Mon.	Oct 19	Lecture	No. 17	The Great Depression (also Paper Bibliography Due)
25.	Wed.	Oct 21	Lecture	No. 18	Baseball in the 1930s.
20.	Fri.	Oct 23	<i>Presentations:</i>		<i>“Casey at the Bat,” “Take Me Out to the Ball Game” & “Baseball’s Sad Lexicon”</i>
27.	Mon.	Oct 26	Lecture	No. 19	World War II
28.	Wed.	Oct 28	Lecture	No. 20	Baseball Goes to War
29.	Fri.	Oct. 30			Second Midterm Exam

Unit Three: America & Baseball Since World War II

30.	Mon.	Nov 2	Lecture	No. 21	The Civil Rights Movement
31.	Wed.	Nov 4	Lecture	No. 22	Jackie Robinson & Larry Doby
32.	Fri.	Nov 6	<i>Presentations:</i>		<i>“Who’s on First,” “Lineup for Yesterday,” “Did You See Jackie Robinson Hit that Ball?” & “The Three Umpires”</i>
33.	Mon.	Nov 9	Lecture	No. 23	Post-War Affluence
34.	Wed.	Nov 11	Lecture	No. 24	Baseball’s Silver Age
35.	Fri.	Nov 13	<i>Discussion 5</i>		<i>Wait Till Next Year (also Goodwin Review Due)</i>
36.	Mon.	Nov 16	Lecture	No. 25	A Decade of Unrest (also Major Paper Due)
37.	Wed.	Nov 18	Lecture	No. 26	Baseball’s Expansion Age
38.	Fri.	Nov 20	Lecture	No. 27	The MLBPA & the End of the Reserve Clause
	M-F	Nov. 23-27			<i>No Class – Thanksgiving Break</i>
39.	Mon.	Nov 30	Lecture	No. 28	Post-Industrial America
40.	Wed.	Dec 2	Lecture	No. 29	Free Agency, Steroids & Baseball Today
41.	Fri.	Dec 4	<i>Presentations:</i>		<i>“Meet the Mets,” “Talkin’ Baseball” & “Centerfield”</i>
42.	Mon.	Dec 7	Lecture	No. 30	Globalization
43.	Wed.	Dec 9	Lecture	No. 31	To Be Announced
44.	Fri.	Dec 11			Last Day of Class – Review
	Mon.	Dec 14			Final Exam: 4:30 PM to 7:00 PM

Note: This syllabus is subject to change at the instructor’s discretion.

Syllabus Contract

I have read the syllabus for Section 280R of HIST 2516, America through Baseball, and I understand what is expected of me to successfully pass this course.

(Print Name)

(Signature)

(Date)