

Course Information

Number:	SM228
Name:	Sport History
Description:	This course is designed to deepen the students'™ knowledge of the history of sports and to help them realize the physical culture of mankind, which has had a significance in history. This course will give students the background necessary to make decisions in the sport arena and to be successful in the field of sport management. (Offered on a three-year rotating basis).
Credit(s):	3
Offered (DAY schedule):	On a three-year rotating basis
Instructor Permission Required:	N
Pre-Requisite(s):	

Course Objectives

Students completing this course will be able to:

- Assess and think critically about historical issues and the interpretation of those issues
- Analyze historical data and reach informed conclusions about those data
- Develop an appreciation of sport as a spectacle, social event, recreational pursuit, business, and entertainment
- Develop an adequate knowledge of history, rules and strategy to facilitate one's™ role as a spectator for a variety of sports
- Recall the stages of development in sports as we know them today
- Interpret the technological, material, social, and cultural forces that induces sport development
- Fully appreciate the relationship between sport, society, and culture.

SM 228
SPORT HISTORY

Instructor: Lauren Bickford
Room: AD-227
Office: Turf Field House
Hours: By appointment or following class
Telephone: 207-859-1409
Email: bickfordl@thomas.edu

Text: **Sports in American History: From Colonization to Globalization.**
Gerald R. Gems, Human Kinetics

COURSE DESCRIPTION:

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COURSE OBJECTIVES:

- Assess and think critically about historical issues and interpretation of those issues.
- Develop an appreciation of sport as a spectacle, social event, recreational pursuit, business, and entertainment.
- Understand the stages of development in sports as we know them today.
- Understand the relationship between sport, society and culture.
- Understand and interpret how today's sport is tomorrow's history and the impact it will have on the future and evolution of sports.
- Make connections between film and text on social, political, economic and cultural impact of sports on American history.

COURSE FORMAT:

This is a participative lecture class. It is expected that the student will be fully engaged in all class discussions. All lectures/discussions will be conducted in a conversational format.

COURSE STRUCTURE, GRADING:

Attendance	10%
Participation	10%
Project/Presentation	20%
Assessments	30%
Assignments	30%
Total Points:	100%

A = >.931
A- = .890-.930
B = .831-.889
B- = .790-.830
C = .731-.789
C- = .690-.730
D = .631-.689
D- = .590-.630
F <= .589

PAPER:

A separate sheet will be handed out that will describe the appropriate format for the paper. The paper is an assignment in development of sport.

E-PORTFOLIOS:

E-portfolios allow students an opportunity to store work they feel demonstrates their proficiency in the four Thomas College Core Competencies of Communication, Leadership and Service, Analytical Reasoning and Community & Interpersonal Relations.

Materials can come from class projects, extra-curricular and work experiences. Because it's an electronic format a variety of file types can be stored in the portfolios. From documents and spreadsheets to music and photographs - the portfolio accommodates them all.

The portfolios are set up on the SharePoint Portal Server on the Thomas College system. If they choose, students may also decide to create a web-page styled version of their electronic portfolio.

ACADEMIC INTEGRITY

Course consequences for acts of plagiarism and/or academic misconduct should be specified in the syllabus. These can vary from failing an assignment to failing a class. Reference should be made to the section on Academic Honesty in the Student Handbook:

ACADEMIC HONESTY

Students are expected to do assigned work themselves, to write papers in their own words (extensive quoting suggests a failure to master the material), and to cite sources appropriately and accurately.

Taking credit for work not one's own is a serious offense. It can take several forms:

1. **Plagiarizing.** According to the 1999 *MLA Handbook*, "To use another person's ideas or expression in your writing without acknowledging the source is to plagiarize" (30). The *Handbook* continues, "Forms of plagiarism include the failure to give appropriate acknowledgement when repeating another's wording or particularly apt phrase, when paraphrasing another's argument, or when presenting another's line of reasoning" (30). A student's failure to properly cite and document sources may constitute plagiarism, even if there is no deliberate attempt or intent to misrepresent the work in question.
2. **Aiding and abetting plagiarism.** Permitting others to use your work.
3. **Recycling your own work.** Submitting, without permission, in one course work originally done for another.
4. **Cheating.** Copying from another student's exam paper; permitting others to copy one's work; bringing unauthorized material to exams; accepting or giving unauthorized assistance on coursework and/or assignments.
5. **Subbing.** Replacing another student, or asking another student to replace you, for the purpose of taking a quiz or exam.
6. **Altering.** Changing grades or marks on papers or exams; unauthorized use or alteration of College add/drop or other forms.
7. **Falsifying.** Falsification or fabrication of research results, quotations, facts, and/or references.

Penalties

First offenses of academic misconduct in the context of a course will be dealt with by the course's instructor. Instructors are expected to inform the Academic Affairs Office of any instance of alleged academic misconduct.

Once a faculty member has made a determination of academic misconduct, students will be informed as soon as reasonably possible of the offense and penalty in writing and may appeal in writing to the instructor within 72 hours. Penalties for the first offense may range from failing the particular assignment at issue to failing the course. A student normally will not be allowed to withdraw from a course to avoid the consequences of a finding of academic misconduct.

Should the student wish to appeal the instructor's finding of academic misconduct, he or she may file a written appeal with the department chair within one calendar week of the decision of the instructor. After consultation with the instructor and the student, the department chair may deny the appeal (in which case the decision of the faculty member stands) or accept the appeal and recommend an appropriate course of action. (If the faculty member in question is the department chair, the other department chair will function in his or her capacity during the appeals process. Should the alleged misconduct be reported in a CED or Graduate course, appeals would be referred to the Director of Graduate and Continuing Education.)

Should the faculty member or the student wish to appeal the decision of the department chair (or that of the Director of Graduate and Continuing Education), that appeal should be made in writing to the Chief Academic Officer within one calendar week of the department chair's decision. The decision of the Chief Academic Officer is final.

Students who are reported to the Academic Affairs Office for an alleged second offense (or any alleged subsequent offense) will have their cases automatically referred to the Academic Affairs Committee for review. In cases where the Chief Academic Officer has been involved in a formal appeal of the incident in question, he or she will be replaced on the committee by the Chief Student Affairs Officer. The Academic Affairs Committee may choose to recommend an additional penalty to include academic disciplinary probation or dismissal.

Decisions of the Academic Affairs Committee may be appealed to the Appeals Board within one calendar week of the decision of the Academic Affairs Committee. Appeals must be based on the basis of new information or when there is reason to believe that proper procedure has been violated, but may not be appealed solely on the basis of dissatisfaction with the sanction. There is no further appeal beyond the Appeals Board.

Gibaldi, Joseph, ed. *MLA Handbook for Writers of Research Papers*. 5th ed. NY: Modern Language Association of America, 1999.