

# Welcome to History of Sports!

## Academic Year: 2019-2020 Course Syllabus

**Instructor:** Ellie Shane [shanee@issaquah.wednet.edu](mailto:shanee@issaquah.wednet.edu) **Room:** 3305 **Phone:** (425) 837-6096  
**Class Website:** <http://msshanehistory.weebly.com/>

### **Course Overview:**

Since ancient times, sporting events have been an integral factor of society. Why do thousands of fans go each week to watch their favorite sports teams play? Why do millions others spend time watching the same teams on the television? Sports, sporting events, and fans are inescapable and they play an interesting role in the development of our society. From our earliest days as a nation sports have pulled communities together, as well as created bitter rivalries between cities. Sports platforms have also been used to put social, political, and economic issues in the spot light. This course will examine the history of sports, their very foundations, as well as examine the role sports and sports figures have played in shaping and changing society.

### **Historical Skills:**

Analysis, evaluation, and formulating a position defended by evidence are all critical historical skills that will continue to be developed throughout this course. These skills, along with other important skills such as identifying main ideas, comparing and contrasting, and summarizing, will be useful not only in the discipline of history & social studies, but in many other subjects, as well as in life. As a course outcome, you will be expected to utilize evidence, including from primary sources, develop historical arguments, formulate a position, and analyze information and ideas.

### **Grading & Assessments:**

Grades will be determined by a variety of assessments and activities that will assess the mastery of course concepts and various skills. Assessments will primarily be projects, quizzes, writing assignments, reading assignments, current events, classroom activities, and participation. Grades will be available upon request, as well as updated on Skyward.

- **Grade Breakdown**

|                           |     |
|---------------------------|-----|
| Projects                  | 40% |
| Homework/ Notebook Checks | 5%  |
| Current Events            | 10% |
| Classwork/Quizzes         | 30% |
| Final Project             | 15% |

### **Respect & Responsibility:**

In a social studies classroom, there will often be material presented that may cause certain emotions. Others in the classroom may agree with you or may disagree. It is important to remember to always be respectful of people and their ideas. We will have the opportunity during discussion and class time to discuss our opinions on a certain topics. I expect people to be considerate when challenging other individual's statements and to remember that it is important to critique another's ideas and not the individual person themselves.

Racial/ethnic/homophobic/sexual slurs will not be tolerated under any circumstances, even if you are joking.

### **Materials Needed:**

- Notebook for class notes (spiral or composition notebooks are fine.)

### **Electronics Policy:**

I should not be able to see or hear your electronics in class unless you've been given permission. See me if you have a concern or a request about using electronics in class. There will be instances where you will be able to look up information on your phone/ipod/tablet/computer or listen to music (must have headphones).

Headphones should not be visible without permission.

**Food and Drink Policy:**

Food is not allowed in the classroom, unless specified by the instructor. Drinks are allowed in the classroom as long as they are in a container with a re-sealable lid. Cans, coffee cups, soft drink cups, etc. are not allowed! Gum is not allowed. I reserve the right to revoke/change food or drink privileges if these expectations are not followed.

**Late Work Policy:**

I will accept late work for one week after it was originally due for 80% credit. After that, I will accept late work for 50% credit until the end of the semester. Assignments turned in late due to an excused absence will be accepted for full credit. You will have the number of days you were absent to turn in the assignments you missed before credit is docked.

**Make-up Work:**

It is your responsibility to ask for make-up work. If you know you will be absent to a class in advance, please notify me ahead of time and I can give you the assignments ahead of time. I also post the PowerPoints and assignments/resources to the class website. Your classmates are great resources as well! There will also be a binder located in the classroom that will hold copies of all assignments. Refer to this binder to pick up assignments you may have missed.

**Academic Honesty Policy:**

There is a zero tolerance policy for cheating & plagiarism. Plagiarism, or any other form of cheating, is a serious offense and will result in a 0 for the assignment, as well as consequences according to school policy.

Copying a homework assignment, classwork assignment or any other piece of work for this class (other than in-class lecture notes) is considered plagiarism. All work is individual work, unless otherwise specified.

If you have questions on how to properly cite sources, I am available for help.

**\*\*\*Please detach, sign, and return the final page of the syllabus by  
Friday, January 31<sup>st</sup>, 2020\*\*\***

**History of Sports  
Syllabus Acknowledgement Form**

**I acknowledge that I have read the course syllabus and understand and agree to the expectations of this course:**

---

Print Student Name

---

Student Signature

---

Print Parent/Guardian Name

---

Parent/Guardian Signature

**Film and Television Clip Information:**

This course will require students to analyze events in sports history, both current and in the past, as a way to understand the workings of the relationship between sports and society in America. Often students will read newspaper articles, but in order to help students examine these events in class, I will at times use clips from television programs (such as 30 for 30s, Nine for IX, etc.) or clips from films. These films, documentaries, and TV clips were made for TV, and therefore are not rated. These films offer good insight into an important political, social, and economic issues in sports and are essential for understating the content of the course. Some films may include strong language/racial slurs, references to sexuality, and scenes of violence (in the context of sports history). I screen all television and film clips for content and skip over parts that are not appropriate for a school setting. The films and clips will be used to enhance student learning and will always be paired with a meaningful assignment. If you prefer not to have your student view any or all of the films, please indicate below. In such instances I will have an alternate assignment for your student. Thank you, and if you have any questions please let me know.

**30 for 30/ESPN Films/E60:**

- *Brave in the Attempt*
- *You Don't Know Bo*
- *I Hate Christian Laettner*
- *The Deal*
- *4 Days in October*
- *Catching Hell*
- *Of Miracles and Men*

- *The Mission*
- *Rowdy Rhonda Rousey*
- *Coach*
- *Branded*
- *The Announcement*
- *Playing for the Mob*
- *Qatar's world cup*
- *9.79*

**Documentaries/Movies:**

- *The Real Olympics*
- *Race*
- *Olympic Pride, American Prejudice*
- *Pride & Perseverance: The Story of the Negro League*
- *The Trials of Muhammad Ali*
- *Schooled: The Price of College Sports*
- *National Geographic: Anabolic Steroids Effects*

I agree to allow \_\_\_\_\_, my son or daughter, to view the movies and clips that Ms. Shane shows in her History of Sports class. It is understood that these will be viewed under her supervision and used for educational purposes.

OR

I would prefer \_\_\_\_\_, my son or daughter, not view the movies and clips that Ms. Shane shows in her History of Sports class. It is understood that she or he will be required to complete an alternative assignment

