History 350, The Social History of Baseball  
Spring 2015

Dr. Andy Doyle  
Course, Time, and Site: HIST 350-002; CRN: 22347; TR 5:00-6:15; Kinard 215  
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Office Hours: Mondays and Wednesdays, 2:30-3:30; Tuesdays and Thursdays 3:30-4:30  
Please feel free to call, email, make an appointment, or drop by my office.

Course description and objectives: In little more than a century and a half, baseball has evolved from a traditional folk game played according to a variety of often conflicting rules into a professional sport played by athletes from around the world. With franchise values totaling well in excess of ten billion dollars, it is a key part of the modern entertainment industry. While its status as the national pastime is contested, at best, its rich history is inextricably bound with that of the nation that created and nurtured it, and this history remains a key part of its appeal to even youthful fans. This course will explore the colorful and dramatic history of the game and its players, but it will also examine baseball as a means of understanding a wide array of economic, social, and cultural changes that have transformed our nation and world.

Goals of the course. This course satisfies the historical perspective of the general education program. It satisfies the following goals of the general education program for undergraduates, including the first (“to communicate clearly and effectively in standard English”), the first, second, and fifth points of the third goal (“identify sound and unsound reasoning; analyze and use a variety of information-gathering techniques; and use the library and other information sources competently”), and the fourth goal (“to recognize and appreciate human diversity [both past and present] as well as the diversity of ideas, institutions, philosophies, moral codes and ethical principles”).

This course also satisfies various core requirements for both history majors and minors (as an upper-division course). For that reason, students will satisfy the following goals for student learning outcomes of the history department’s B.A. degrees: the first (“Students will be able to communicate effectively core themes, ideas, and subject matter, in both written and oral form”), and the third, (“Students will demonstrate the ability to conduct independent research, applying basic research methods in history and assessing critically those sources”).

Student learning outcomes: In order to meet these goals, the course is structured to help students realize the following learning outcomes:

1) Students will synthesize information from multiple sources and make critically reasoned written and oral arguments on the basis of that information in both essay exam answers and their stadium financing paper (general education goals 1 and 3; department outcomes 1, 3, and 5).

2) Students will explain in written form the historical context of the monograph they must review and critically assess primary sources in their stadium construction paper (general education goals 1, 3, and 4, department outcome 3).

Measurement of student outcomes:

Exams: Three in-class exams consisting of short-answer and essay questions will be one of the ways in which student outcome one will be measured. An effective essay answer must be a critically reasoned, well-organized argument using evidence from the text and classroom discussions.
Quizzes: Weekly reading quizzes consisting of objective questions will also measure outcome one. Completion of the assigned readings is essential to students’ ability to grasp the content of lectures and his or her ability to contribute to discussions in class and on the Blackboard discussion board. These quizzes will ordinarily be given every Tuesday, though there may be some weeks in which there is no quiz and others in which they will be given on a Thursday. Scheduling of quizzes will be done at the discretion of the instructor.

Book review essay: You must write a 1500-1700-word review essay of *The Summer of Beer and Whiskey*. Please submit your paper to turnitin.com before midnight on the due date; you should not submit a hard copy. Feel free to bring a rough draft of your essay to me in advance of the due date. (If you do this, please hand in the rough draft on the due date.) Complete guidelines will be distributed separately.

Stadium financing essay: You must write a 1500-1700-word on public financing of baseball stadiums using information gleaned from both primary and selected secondary sources. Complete guidelines will be distributed separately.

Evaluation:
First Exam 17%
Second Exam 17%
Final exam 19%
Weekly reading quizzes 12%
Book review essay 13%
Stadium financing essay 12%
Class participation 10%

Grading scale:
A (93+); A-minus (90-92)
B-plus (87-89); B (83-86); B-minus (80-82)
C-plus (77-79); C (73-76); C-minus (70-72)
D-plus (67-69); D (63-66); D-minus (60-62)
F (59 and below)
S (70 and above)
U (69 and below)

Required Texts:
You should purchase the following titles, which are each available at the Bookstore:
Achorn, Edward. *The Summer of Beer and Whiskey*
Tygiel, Jules. *Past Time: Baseball as History*

The following texts are available at Dacus Library or on the course reserves link of its website
Crepeau, Richard. “Superstar,” *Baseball: America’s Diamond Mind*
Elfrink, Tim, and Gus Garcia-Roberts. “The Consigliere Commissioner”
Korr, Charles. “Introduction” and “Conclusion,” *The End of Baseball as We Knew It: The Players Union, 1960-81*
Posnanski, Joe. “History Lessons with Bud” [link]
Ritter, Lawrence. *The Glory of their Times*; on two-hour reserve at Dacus

You must complete the required reading **prior to class** on Tuesday of each week of the semester.

**Late papers**: Late papers will be penalized seven points for papers handed in at any time through the first class session after the due date and five points for each additional class sessions, up to a maximum of 25 points.

**Turnitin.com**: You must submit your out-of-class essays to Turnitin.com by midnight on the due date. If you fail to submit an assignment to Turnitin by the time I calculate final grades for your class, you will receive a zero for that assignment. **The turnitin course ID number is 9279600, and the password is rader (case-sensitive).**

**Blackboard**: The course module on Blackboard is accessible via the login at [link]. If you cannot access the course module, please contact the Instructional Technology Center. Handouts, study guides, announcements, and other information will be posted there. One or more quizzes may be done via Blackboard.

**Attendance and participation**: Classroom discussion is a key aspect of this course. You must complete the assigned readings for each week by Tuesday and be prepared to take a quiz on the readings and/or discuss the content in class. Engaging your classmates in conversation or otherwise disrupting class will not be tolerated and will adversely affect this portion of your grade.

**Personal technology**: Per the Arts and Sciences policy, the use of phones, laptops, or any other electronic device is prohibited unless I approve it. This includes texting.

**Course listserv**: You are responsible for any information distributed via the listserv. If you have an active winthrop.edu email account, you should be automatically included in the listserv. If you registered late or for any other reason are not included on the listserv, you must self-subscribe at [link].

**Cheating**: Any student caught cheating will automatically receive a zero on that assignment, plus an additional five-point deduction from your final average. If I see a phone in your hand during an exam, I must assume that you are cheating. Plagiarism, or the unattributed use of the words or ideas of another author, constitutes cheating. I do my best to deter cheating in this class, so please do not attempt it. I don’t want to do the paperwork, and you really don’t want to get caught.

**Students with disabilities**: If you have a disability and need classroom accommodations, please contact Services for Students with Disabilities, at 323-3290 and then see me individually.

**Syllabus change policy**: I will do my best to adhere closely to the syllabus, but circumstances may require deviations from it. I will inform students in class and/or via email regarding any changes. The syllabus posted on the History Department website will always take primacy over any past versions. If you have any questions, please don’t hesitate to ask.
Course Schedule

Readings, Week 1: Rader 5-30; Tygiel, 3-14  
Jan 13: Introduction; traditional vs. modern sports in Victorian America  
Jan 15: The baseball fraternity and New York game; commercialization

Readings, Week 2: Rader, 30-59; Tygiel, 15-34  
Jan 20: The early leagues and modern business organization  
Jan 22: Baseball and the press; Chadwick and statistics

Readings, Week 3: Rader, 60-90; Tygiel, 33-63  
Jan 27: The Players’ Revolt and the turbulent 90s  
Jan 29: The National Agreement, stability, and the Progressive paradigm  
Friday, Jan 30: Book review of The Summer of Beer and Whiskey due to Turnitin.com by midnight

Readings, Week 4: Rader, 91-122; Posnanski  
Feb 3: The Deadball Era  
Feb 5: The Black Sox Scandal, the anti-trust exemption, and Commissioner Landis

Readings, Week 5: Selections from The Glory of Their Times  
Feb 10: Discussion of individual player narratives  
Feb 12: First exam

Readings, Week 6: Rader, 123-42; Tygiel, 64-86; Crepeau  
Feb 17: Ruth, the Age of Celebrity, and the offensive explosion  
Feb 19: The 1920s, cont’d

Readings, Week 7: Rader, 142-54; Tygiel, 87-115  
Feb 24: The Great Depression, night games, and radio  
Feb 26: Branch Rickey and the farm system

Readings, Week 8: Rader, 155-70; Tygiel, 116-143  
March 3: Early African American baseball and the rise of the Negro Leagues  
March 5: Jackie Robinson and very gradual integration of Organized Baseball

Readings, Week 9: Rader, 171-203; Tygiel, 144-164  
March 10: Postwar social changes and the decline of the national pastime  
March 12: Early television

March 16-20, Spring Break

Readings, Week 10: Tygiel, 165-197  
March 24: Franchise relocation and expansion  
March 26: Second exam

Readings, Week 11: Rader, 204-220; Korr  
March 31: The MLBPA and the revolution in labor relations  
April 2: Labor, continued
Readings, Week 12: Rader, 221-237; Tygiel, 198-222
April 7: Deadball II and the divisional era
April 9: The sabermetric revolution; the origins of fantasy baseball

Readings, Week 13: Rader, 238-260; Elfrink and Garcia-Roberts
Apr 14: The strike of 94-95 and the post-strike resurgence
Apr 16: The steroid era
**April 18: Paper on stadium financing due to Turnitin.com by midnight**

Readings Week 14: Rader, 261-281
Apr 21: Private business and public money: stadium construction
Apr 23: The globalization of baseball

**Final Exam: 11:30 pm, Saturday, May 2**