

**HTS 4001A:
SPORTS AND THE BLACK FREEDOM STRUGGLE
GEORGIA TECH
MONDAY 9:05 – 11:55 (OLD C.E. 104)**

Contact Information

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Office Hours: Monday 12:00 – 3:00 or by appointment

Course Overview

This course will be a discussion-based seminar where students study the relationship between sports and the Black Freedom Struggle. Students will examine the historical links between sports, race, and politics through the lens of black athletes. We will explore the social and political implications of black participation in sports and how the sporting arena has served as a site for political protests. By the end of the semester, students will produce a substantial research paper (20-25 pages) that is based on primary sources and engages relevant scholarship. Throughout this seminar we will discuss how historians study the past and the craft of writing.

Learning Objectives

By the end of this course students should be able to:

- Explain how sports have influenced American ideas about race, politics, and democracy
- Discuss the role of sports in constructing the “color line” in America and how black athletes helped dismantle it during the Black Freedom Struggle
- Critically examine primary and secondary historical sources
- Produce a substantial research project based on original and secondary sources
- Formulate arguments with evidence and defend their views verbally and in writing

Required Books

Randy Roberts and Johnny Smith, *Blood Brothers: The Fatal Friendship Between Muhammad Ali and Malcolm X*
Douglas Hartmann, *Race, Culture, and the Revolt of the Black Athlete: The 1968 Olympic Protests and Their Aftermath*
Walter LaFeber, *Michael Jordan and the New Global Capitalism*
Darcy Frey, *The Last Shot: City Streets, Basketball Dreams*
***Additional course readings will be posted on T-Square**

Attendance and Class Participation

Attendance for this seminar is mandatory. **Students are expected to attend all class meetings, but may miss one meeting without penalty.** For every absence thereafter, students will be penalized one full letter grade.

Seminar Etiquette

Class begins on time and tardiness will not be tolerated. If you know in advance that you are going to be late please notify me. I also expect that you will respect your classmates and the instructor at all times. I will not tolerate sleeping in class, text messaging, or using your computer for any purposes other than taking notes. Students should also check their Georgia Tech email on a regular basis, especially the day before class to ensure that they receive all announcements from the instructor.

Academic Honesty

Students in this class will be expected to abide by the Georgia Tech honor code. Academic misconduct of any kind will not be tolerated. All students are responsible for understanding and complying with Georgia Tech rules. For information see <http://www.honor.gatech.edu>

Grading and Assignments:

Participation in Seminar Discussions (75 points)
Preliminary Bibliography and Proposal (25 points)
Preliminary Presentation (25 points)
Annotated Bibliography (25 points)
Revised Proposal (25 points)
Book Review (25 points)
Book Presentation (25 points)
Outline (25 points)
Draft (50 points)
Final Presentation (50 points)
Final Paper (100 points)

450 Total Points

Overview of Assignments

Participation in Seminar Discussions (75 points): Students must consistently participate in class discussions. You are expected to offer thoughtful comments and ask relevant questions. Students should come to class prepared to ask questions about the reading and offer insight about the subject. If you attend class, but fail to show that you completed the readings, I reserve the right to mark you absent for that day.

Preliminary Proposal and Bibliography (25 points): Your preliminary bibliography will consist of sources that you intend to consult. You must include at least three scholarly sources (books/journal articles) and three primary sources. Your bibliography should follow the format in the *Chicago Manual of Style*. In the same document, you will write a proposal about two pages long. A good research proposal clearly outlines the scope of your topic and the key questions that will be addressed. Your proposal must describe your research methods, sources, and the historical significance of the selected topic. You should also address any concerns you have about pursuing the topic or problems you have faced in your preliminary research. I do not expect students to provide a thesis in their initial proposal. Your preliminary proposal and bibliography are due in class on **February 12**.

Preliminary Presentation (25 points): Students will give a preliminary presentation that offers a clear discussion of their research topic and justifies why they have chosen their topic. Your preliminary presentation should also include: (1) A brief historiographical overview of your topic; (2) a discussion about the primary sources you intend to use and how you acquired them; (3) any concerns you have about moving forward with your research and writing. The goal of these presentations is for each student to receive feedback from the instructor and other students in the class. All preliminary presentations will take place in class on **February 26**.

Revised Proposal (25 points): After receiving feedback from the instructor, students should refine their proposal and explain how they have revised the focus of their project. Revised proposals are due in class on **March 12**.

Book Review and Presentations (50 total points): Students will review a monograph related to their topic. The instructor must approve the book selection. Students will receive a detailed handout that explains how to write a critical book review. Students will present their book review on **March 12** and turn in their written review that same day.

Annotated Bibliography (25 points): The annotated bibliography will consist of an extensive list of secondary and primary sources. For each source listed, students should write about a paragraph explaining the relevance of the source to their topic and how you plan to use it. All entries should follow the format described in the *Chicago Manual of Style*. The annotated bibliography serves two purposes: (1) it should help students think about how they are going to use their sources; (2) students will demonstrate that they have located quality sources that will allow them to execute their project. The annotated bibliographies are due in class on **March 26**.

Outline (25 points): Outlining a paper helps writers organize their ideas. It should also challenge you to consider how you will use your sources, develop an argument, and defend your thesis with evidence. Each outline must include an introduction, thesis statement, and an overview of your paper. The outline does not need to follow a specific format, but it should have a clear structure that you can follow. Outlines are due in class on **April 2**.

Draft (50 points): The most significant assignment in this course is an extensive research paper based on primary and secondary sources. Students will receive a detailed handout that outlines the guidelines and standards for the draft and final paper. Students will submit a polished draft in class on **April 16**.

Final Presentation (50 points): Students will make a formal presentation discussing all aspects of their project. All students are required to have two guests attend the presentations. The instructor will provide a detailed handout that outlines the guidelines and standards for the final presentations. Student presentations will take place during the HSOC Symposium on **April 16**.

Final Paper (100 points): Research papers will be graded using a clear criterion based on the following: (1) following instructions; (2) quality of research; (3) citations; (4) quality of writing; (5) organization; (6) use of evidence; (7) and analysis of the material. Students will receive a detailed handout that outlines the guidelines and standards for the final paper. **All papers must be submitted to the instructor in person on April 27 at 10:00 a.m. No late papers will be accepted.**

Course Schedule:

January 8: Introduction and Historiography

Reading: Louis Moore, “The African American Athlete”

January 15: NO CLASS (MLK Day)

January 22: Sports and the Civil Rights Era

Reading:

- Jules Tygiel, “Jackie Robinson: ‘A Lone Negro’ in Major League Baseball”
- Jennifer Lansbury, “‘A Nationwide Community Project’: Althea Gibson, Class, and the Racial Politics of 1950s Black Tennis”
- Louis Moore, “Deep Down In Dixie: Segregated Sports in a Post-Brown Era”
- Aram Goudsouzian, “Bill Russell and the Basketball Revolution”
- Thomas G. Smith, “Civil Rights on the Gridiron: The Kennedy Administration and the Desegregation of the Washington Redskins”

January 29: Researching and Writing History

Reading: Roberts and Smith, *Blood Brothers*

February 5: One-on-One Meetings with Dr. Smith

February 12: The Revolt of the Black Athlete

Assignment: Preliminary Proposals and Bibliography Due In Class

Reading: Hartmann, *Race, Culture and the Revolt of the Black Athlete*

February 19: Progress and Protest in the 1970s

Reading:

- Gerald Early, “Curt Flood, Gratitude, and the Image of Baseball”
- Johnny Smith, “The Resurrection: Atlanta, Racial Politics, and the Return of Muhammad Ali”
- Eric Allen Hall, “Defeat and Victory in South Africa,” in *Arthur Ashe: Tennis and Justice in the Civil Rights Era*
- Johnny Smith, “The Magnitude of Me: Reggie Jackson, Baseball, and the Seventies”

February 26: Race, Basketball, and American Culture

Assignment: Proposal Presentations

Reading:

- LaFeber, *Michael Jordan and the New Global Capitalism*
- Zach Tupper, “Georgetown Basketball in Reagan’s America”
- Cheryl L. Cole and Harry Denny III, “Visualizing Deviance in Post-Reagan America: Magic Johnson, AIDS, and the Promiscuous World of Professional Sport”

March 5: NO CLASS – Conduct Research

March 12: Book Presentations

Assignment: Book Review and Revised Proposal Due In Class

March 19: NO CLASS – SPRING BREAK

March 26: Hoop Dreams: Studying Sports and Communities

Assignment: Annotated Bibliography Due

Documentary: *The Fab Five*

Reading: Frey, *The Last Shot*

April 2: O.J. Simpson: Race, and Crime in America

Assignment: Essay Outline Due In Class

Documentary: *O.J. Made in America*

Reading:

- David Roediger and Leola Johnson, “Hertz, Don’t It: Becoming Colorless and Staying Black in the Crossover of O.J. Simpson”
- Ta-Nehisi Coates, “What O.J. Simpson Means To Me”

April 9: Lab Day

April 16: Research Presentations at the HSOC Spring Symposium

Assignment: Drafts Due

April 23: Revision Meetings

April 27: Final Papers Due at 10:00