

**Kennedy  
FYS 100C  
Fall 2005  
C 316  
T 3:00 – 5:30**

## **BASEBALL: THE GLOBALIZATION OF THE AMERICAN PASTIME**

### **Readings/Assignments:**

Ward and Burns, *Baseball: An Illustrated History* (1994).  
Coursepack readings (available in college bookstore)  
“Baseball: A Film by Ken Burns” (9 parts) [Selections screened in class 9/13 – 11/8]

### **Evaluation:**

Classroom participation	20%
Biographical essay	15%
Oral presentation of biography	5%
Short opinion essays @ 5%	15%
Trivia exercises @ 5%	15%
Research essay	30%

### **Course Outline and Reading**

#### **August 30 Introductions**

The nature and requirements of the course  
A diagnostic exercise  
Discuss predictions exercise

#### **September 6 Globalization; Culture; Civil Religion; the Basics of the Game**

Tomlinson, “Globalization and Culture” pp. 1-31  
Elias, “A Fit for a Fractured Society” pp. 3-33  
Evans, “Baseball as Civil Religion” pp. 13-33

#### **Predictions due**

#### **September 13 Beginnings to 1900**

Ward and Burns, “Inning #1” pp. 3-58  
Roden, “Quest for Dignity in Meiji Japan” pp. 281-303  
Brock and Elias, “To Elevate the Game” pp. 227-234  
Abrams, “AG Spalding and the Development of Professionalism” pp. 1-21.

#### **Opinion essay 1 due**

**September 20 1910-20**

Ward and Burns, "Inning #2" pp. 65-101  
Malloy, "Sol White" pp. 62-91  
Cockcroft, "I am a Man" pp. 11-26  
Nakagawa, "The Road to Cooperstown" pp. 123-134  
Stump, "Outlaw and Public Enemy" pp. 166-182

**Trivia test (Basics of the game)****September 27 1910-20**

Ward and Burns, "Inning #3 pp. 107-146  
Berlage, "Women, Baseball and the American Dream" pp. 235-247  
McKim, "Matty and Ol' Pete" pp. 51-81  
Herzog, "From Scapegoat to Icon" pp. 97-141  
Abrams, "Ty Cobb and Negotiation Hardball" pp. 129-141

**Opinion essay 2 due****October 4 1920-30**

Ward and Burns, "Inning #4 pp. 153-188  
Cockcroft, "Jim Crow Forever?" pp. 41-62  
Rosenberg, "Here Comes the Judge" pp. 105-121

**Trivia team scavenger hunt due****October 11 1930-40**

Ward and Burns, "Inning #5" pp. 197-263  
Simons, "Athlete as Jewish Standard Bearer" pp. 160-179

**Biographical Essay due  
Biography presentations #1****October 18 1940-50**

Ward and Burns, "Inning #6" pp. 267-305  
Glemon, "Baseball's Surprising Moral Example" pp. 143-166  
Dreier, "Jackie Robinson's Legacy" pp. 43-58

**Biography presentations #2****October 25 1950-60**

Ward and Burns, "Inning #7" pp. 311-356  
Regalado, "Viva Baseball!" pp. 321-336

**Biography presentations #3**

**November 1 1960-70**

Ward and Burns, "Inning #8 pp. 363-411

Cepeda and Fagan, "From Hardball to Hardtime" pp. 76-89

**Biography presentations #4**

**November 8 1970-90**

Ward and Burns, "Inning #9" pp. 421-467

Abrams, "Salary Arbitration" pp. 142-166

**Opinion essay 3 due**

**November 15 1990s**

Regalado, "Sammy Sosa Meets Horatio Alger" pp. 71-75

Abrams, "Free Agency Auction"; "Baseball Salaries"; and "Ballplayers Agents" pp. 167-83; 26-32; and 67-97

Burk, "Armageddon" pp. 222-304

**Triva game**

**November 29 2000 –**

TBA

Evans, "Kingdom of Baseball" pp. 35-48

Marburger, "Whatever Happened to Good ol' Days?" pp. 246-278

Koppett, "A New Golden Age?" pp. 214-223

**December 8**

**Research essay due**

**Please note:** *The policy of the Department of Political Science is that laptop computers only be used in classrooms for note taking and other academic purposes as designated by the instructor.*

## About the Assignments

**Biographical essay (15%).** Each student is required to prepare an 8-10 page biographical sketch of a significant figure (player, manager, or entrepreneur) in professional baseball which relates the life experiences of the protagonist to society and his times. The assignment will be evaluated in terms of competency of research and presentation. A list of acceptable subjects (significant figures) will be provided by the instructor.

**Biographical presentation (5%).** Each student will make a brief (ten minute) formal presentation of his her biographical essay to the class.

**Trivia (15%).** At three points during the semester @ 5% each students are expected to display their knowledge of baseball trivia. There are three specific exercises: a) **trivia test** – an individual test of baseball basics; b) **trivia scavenger hunt** – the class will be divided into teams and seek answers to baseball esoterica; and c) **trivia game** – a winner-take-all team competition moderated by the instructor.

**Opinion essays (15%).** At three points during the semester @ 5% each students are expected to write short 3-4 page essays which address perennial, albeit largely inconsequential, questions related to baseball (e.g. “Is George Steinbrenner bad for baseball?; “Who is the best all-time postseason player?” etc. Students will choose their respective topics from lists provided by the instructor. The short essays will be evaluated in terms of the plausibility and strength of the respective argument.

**Research essay/term paper (30%).** Each student will be required to compose a intermediate length term paper/research essay (12-15 pages) which addresses a topic of perennial concern, largely consequential, to baseball, society, and perhaps globalization. (e.g. “Is baseball a ‘racist’ sport?; “Should baseball be exempted from anti-Trust legislation?” etc.) Students will select topics from a list provided by the instructor. The research essay will be evaluated using standard criteria for research papers.

**Participation (20%).** Students are expected to come prepared to discuss relevant readings and participate in classroom activities. Attendance will be noted.