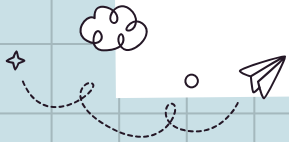


2022-2023

# Welcome to Sports in American Society

Introduction to the class





# About Me

- Taught at L-S since the fall of 2001
- Graduate of Boston College (BA, M.Ed), the College of William & Mary (MA) & currently finishing a M.Ed in Special Education at Northeastern
- Mom of 3 teens & 3 dogs



# Topics Covered

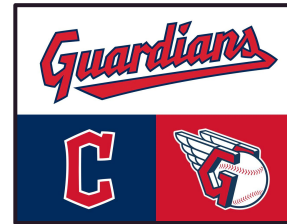
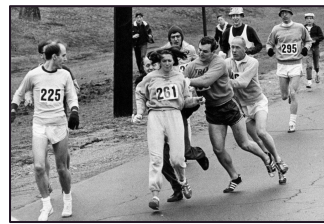
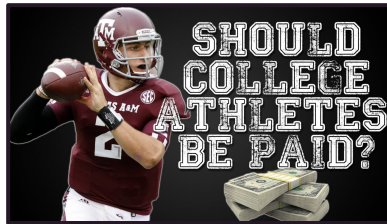
- ★ Sports as a reflection of society (trans athletes, mental health, sports in historical moments, integration of sports, etc.)
- ★ Sports fandom
- ★ Mascots (purpose, controversy, etc.)
- ★ Sports & gambling
- ★ Evolution of sports (specific sports, rules, tech, etc.)
- ★ Boston sports & race
- ★ College athletes
- ★ Title 9 & evolution of women in sports
- ★ Commercialization of sports (industry, sports journalism & marketing, etc.)
- ★ Sports & politics (activist athletes, etc.)



# The value in studying sports...

One of the major underpinnings of this course is the assertion that a study of sports is valuable for more than just entertainment.

Yes, sports can be fun to watch and talk about. Sports are ALSO a reflection & transmitter of social norms, values, conflicts & progress in American history. Most major social, political & economic issues are reflected in sports.



# Essential Questions

- ★ What can we learn about America through snapshots of American sports?
- ★ How are sports a reflection of society, including its values and conflicts?

# Types of Assignments

- ★ Over the course of the year, students will be encouraged to consider the history of issues AND engage/consider their own thoughts on the topics.

## Fandom: How do I project my support?

**Directions:** Design a poster or Google Slides presentation that represents your support for a team/sport/activity/famous personality/etc..

Using your fandom class notes, choose 5 of the 8 factors of being a “fan” and think about how those 5 factors apply to YOU personally. Your poster/slideshow should represent those 5 factors visually.

You will be working by yourself to complete your project.  
Projects will be shared with the class in a gallery walk on the due date.

### Essential Questions to be addressed by your project:

- How does my support of a team/sport/activity/interest/personality reflect who I am?
- How do I project my support of the team/sport/activity/interest?
- How does this aspect of my life represent 5 of 8 factors of being a “fan”

## Debating Mascots

As we’ve seen in this unit, the question of mascots can be quite contentious. People have different opinions of the history, purpose, symbolism & meaning of various team mascots. These debates often come to encompass many of the issues our society is still grappling with today surrounding our nation’s complicated history with respect to issues of race/ethnicity and the historical treatment of people of color. The conversation over Native American mascots in particular has been and continues to be hotly contested today.



**Your assignment:** Continuing in our discussion of mascots, you are going to make a case for or against changing one of the mascots that are being debated. We will debate 2 current cases (you will be assigned to research/present on one of them) and you will be asked to weigh in on what you think about the case/debate which you observed afterwards.

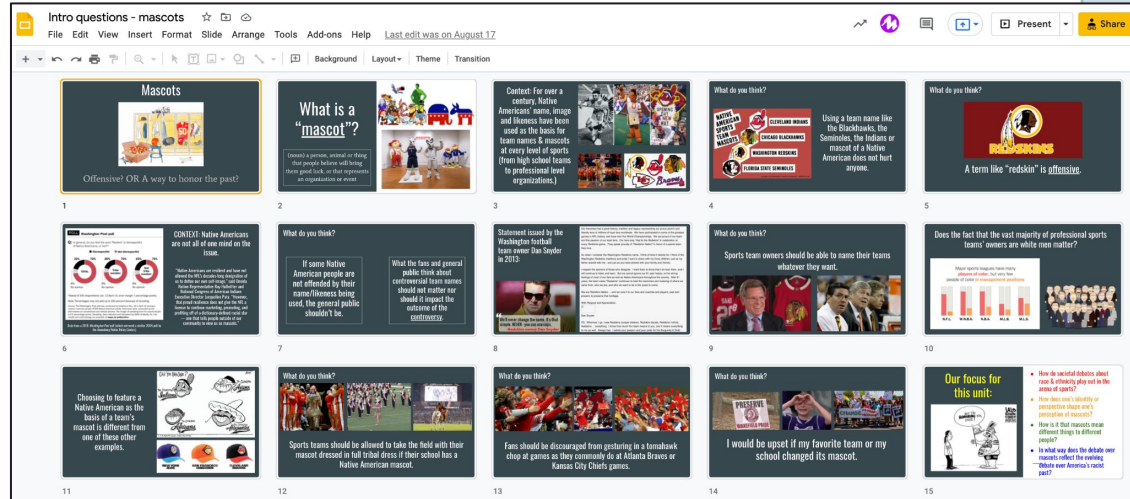
### Grading (60 pts. total):

- Written preparation for your debate (your notes): 10 points
- Verbal participation in your debate: 20 points
- Written position paper (on the debate you observed/judged): 30 point

- ★ Students will demonstrate their learning through debates, posters, written reflections, slideshow presentations, etc.

# Course Structure

- ★ Visual emphasis: slideshows, visual media, etc.
- ★ Emphasis on project based learning
- ★ Quarterly assessments:  
1-2 writing assignments, 2-3 projects
- ★ Focus on in-class work, minimal HW



# Skills & Supports

- ★ In class work time before all major assignments
  - Opportunity to get help, connect with peers
  - 1-on-1 help, seek/integrate feedback
- ★ Organization, using available resources
- ★ Analytical thinking, research & writing
  - Research skills (evaluating sources, scholarly research)
  - Essay writing (in-class work days, organization, outlines, rewrites)
- ★ Visual presentations
  - Projects (multimedia, creative, etc.)
- ★ Debates & public speaking
  - Scaffolded to build capacity & comfort





# Class Resources

## Aspen

Open so students may see their progress in history.

Lincoln-Sudbury Regional High School

Login ID

Password

[Trouble logging in?](#)

[I forgot my password](#)

Log On

This is a non-public portal and is intended for authorized users only. Protecting the privacy and security of your personal information is a priority. please see our

## Bi-weekly calendars

Posted in Google Classroom

**SPORT - BLOCK 3**  
Syllabus #1 - Sept. 1-17, 2021

Date	Class Work	Homework
Wednesday, Sept. 1	FIRST DAY OF CLASS Introductions Defining a sport	
Thursday, Sept. 2	NO CLASS	
Friday, Sept. 3	What qualifies as a sport? Debate set up	
Monday, Sept. 6	Long weekend - ENJOY!	
Tuesday, Sept. 7	Long weekend - ENJOY!	
Wednesday, Sept. 8	Debate prep	
Thursday, Sept. 9	Mini sports debate	HW: getting to know you form (Due Fri)
Friday, Sept. 10	NO CLASS	
Monday, Sept. 13	Sports as history/cultural transmitter	
Tuesday, Sept. 14	Intro to fandom Fanship scale	
Wednesday, Sept. 15	Fandom factors slideshow	

## Google Classroom

Organized by unit



Shen - Sport in Society



### U1: Intro to Sport



Sport syllabus #1 - Aug. 31-Sept. 16

Posted Aug 8, 8:26 PM



Sport - course intro

Posted Aug 8, 9:44 AM



Intro to sports - materials

Posted Aug 8, 9:39 AM



HW: Getting to know you

Posted Aug 8, 9:43 AM



HW: Intro to Sports collage

Posted Aug 8, 9:41 AM

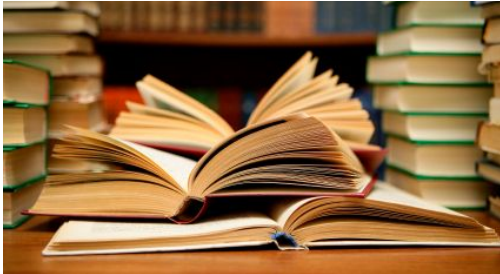
### U2: Sport as history



# Research Paper

## Timeline

- ★ December: choose topics, begin research
- ★ January: complete research & initial outline
- ★ Feb./mid-March: detailed outline & writing



## Topic Examples

- Muhammad Ali
- Allen Iverson
- Baseball Hall of Fame nominees & steroids
- Red Sox & the Marathon bombing
- Harlem Globetrotters
- Racism in soccer
- Athletes & the AIDS epidemic
- Larry Nassar & USA gymnastics
- Sports in the age of COVID
- Bill Russell & civil rights activism
- Athletes and mental health
- Compensating college athletes
- Gender representation in sports broadcasting
- Michael Jordan, athlete & businessman

# Contact Info

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CONTACT  
ME 