

AFAM 155 Black Athletes on Being Human : June 7 - July 30

Professor: Dr. Horton-Stallings

Professor Contact Information: Phone: (202) 687-2284/ E-mail: lh855@georgetown.edu

Location: Students will participate in the course using Georgetown University's online learning management system called Canvas. To learn more about Canvas, please go through the Canvas Guide for Students.

Virtual Office Hours: Mon/Tues/Wed (10:00am-12:00pm EST)

COURSE DESCRIPTION

This class will examine a cultural history and genealogy of black athletes who have been successful in three specific areas: sports, cultural arts, and politics. It will demonstrate how these athletes used each arena to create new knowledge about being human and black human being despite the dehumanizing histories of slavery, colonization, and segregation in the Americas. Questions we will ask and answer:

What has a specific sport meant to Black communities across the globe and why? What does performance in a specific sport mean to individual athletes? How have athletes engaged the question of black humanity in their sport as well as another cultural arena; and what does this say about the limitation of sports to address full and complex black humanity? When race, religion, gender, or sexuality does not align with white supremacist ideologies of humanity, how have black persons overcome these obstacles?

COURSE LEARNING OBJECTIVES

By the end of this course, you should be able to:

1. Demonstrate strong critical thinking, reading, and writing skills
2. Identify the ways in which slavery and colonization have shaped global black experiences of leisure, play, and competition
3. Explain the ways in which global black cultures have innovated sports, competition, and athletic performance
4. Describe the contributions that Black athletes have made and continue to make in our lives
5. Analyze and explain the terminology of interdisciplinary and intersectional analysis of humanism and sports
6. Summarize the ways that Black athletes have utilized creative promotion, ancillary products, and new technologies to challenge white supremacist capitalist access distribution and exhibition of black bodies at play
7. Analyze how race, class, sexual orientation, nation, and ability/disability impact professional sports organization and competitions
8. Develop original scholarship, research, and activism about sports and society.

COURSE READINGS

Texts

- Paul Beatty's *White Boy Shuffle* (text or audiobook)
- PDF Readings (Available via CANVAS)

Films

- Training Wheels* (film) (free on Venmo)
- Pele Birth of a Legend* (amazon prime)
- Bingo Long Travelling All Stars and Motor Kings* (Amazon Prime)
- Pride* (film - free)

COURSE ASSIGNMENTS AND GRADING CRITERIA

Graded Assignments

Flipgrid Video Responses--Using the Flipgrid website, students will respond by video to discussion prompts posted about assigned video or text assignments. These prompts will be posted 1 week prior to due date. Students can earn up to 30pts for responses (20 pts for discussion and 10pts for use of special effects in videos). See Full Instruction PDF on Canvas.

Outdoor Recreation Space Assignments—Per assignment, students will create either abbreviated 3 tier slide show of local recreational facilities linked with African American communities or figures in their own hometown or residential location. These slides will consist of image of figure, summary of history and significance of the space, and image of student at the space. See Full Instruction PDF on Canvas.

Two Open Book Exams -- Using notes, readings, and discussion from lecture, students will complete one open-book midterm exam and one open-book final exam consisting of multiple choice, fill in the blank, short answer, and essay questions.

Curated Exhibition for Virtual Sports Museum --Students will create an exhibition on a black athlete for one of the sports museums that you visited. Exhibitions are to be organized around our specific, defined course theme or topic that demonstrates how athlete significantly contributed to at least two out of three areas (sports, politics, culture/arts). Full Instruction PDF on Canvas.

Weekly Flip Grid Video Journal Assignments	180 pts (30pts*6)	Ongoing -see schedule
Outdoor Recreation Space Assignments	160 pts (40pts *4)	Ongoing—see schedule
Curated Exhibition for Sports Museum	250pts	Week 8
Midterm Exam	250pts	Week 4
Final Exam	225pts	Week 8

Grading Options

Students will have the option to choose one of two grading frameworks for Fall 2020 courses, either:

1. A letter grade (A-F, see grading scheme below) or

2. Satisfactory (S); Credit (CR); or No-credit(NC): (S=grades A through C; CR=C-, D+, D; NC=F)
Students can make this choice in MyAccess beginning up until the last day of classes. The choice to take a class S/CR/NC can apply to any course: Core, major, minor, certificate or free elective. The choice can be made without permission from the deans (per the usual process). The S/CR/NC options will not be counted toward the stated maximum of student's degree programs (e.g., "six" as outlined in the Undergraduate Bulletin). The withdrawal date will also be extended to the last day of classes. A transcript notation will explain that S/CR/NC was instituted because of the 2020 COVID-19 pandemic.

Grading Scheme

A 4.0 (1000-950)

A- 3.67 (949-900)

B + 3.3 (899-870)

B 3.0 (869-830)

B- 2.7 (829-800)

C+ 2.3 (799-770)

C 2.0 (769-730)

C- 1.7 (729-700)

D+ 1.3 (699-670)

D 1.0 (669-650)

F 0 (649-000)

INFORMATION ABOUT TOOLS AND TECHNICAL REQUIREMENTS

As a Summer 2021 student your classroom experience will be very different but just as rigorous as your residential student experience. You can expect to:

- Communicate with your professor and classmates regularly via email, discussion boards, and other technologies available.
- Navigate the internet using a web browser (note that certain tools may require a specific browser).
- Use applications such as Microsoft Office or Google Docs to create documents and work on projects.
- Submit assignments in Canvas.
- Upload and download saved files (including text, audio, and video).
- Use a microphone to record audio.
- Use a webcam to record video.

In this course we will use the following tools and platforms:

- Zoom, Flipgrid, Netflix, Amazon Prime

Computer Requirements

- You will need access to a computer (Windows or Mac) and adequate Internet service to complete this course. Although you can use other devices such as smartphones and tablets for some online coursework, please note that some tools, such as Proctorio, do not work on tablets or smartphones.
- You will also need an internal or external microphone and camera to complete this course. While you can use any browser to access Canvas please note that some tools only work with certain browsers.

The minimum requirements needed to use Canvas can be found in this [Canvas guide](#).

COURSE POLICIES AND EXPECTATIONS

Privacy: Students are asked to respect the classroom by not recording or posting student/faculty discussions and comments without the express written permission of faculty or peers.

Student Expectations

You are expected to complete all readings, assignments, and activities on time. Participation is essential to your success in this class. You are expected to actively participate in discussions with your peers, and contribute to the group assignments. It is important to subscribe to the course discussion boards so that you receive notifications when new messages are posted.

Time Expectations

Our online classes are designed to meet the same academic standards as our place-based (face-to-face) courses. This will require the same level of participation, commitment, and academic rigor as a face-to-face class. Students should plan on spending approximately 3 hours a week on the work for each online module. You are responsible for approximately 30-50 pages of assigned readings per class. This means that you should expect to devote approximately three hours per week to the readings. Please allow time to read, take notes, and review in preparation for lectures and discussion sections.

Communication Expectations

Communication with Peers

You will be expected to engage with your peers via the discussion board and other required tools on a regular basis. To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. Students should be respectful and considerate of all opinions.

Communication with Professor

Please feel free to email me with your questions, concerns, and/or to schedule a time to meet over Zoom. When sending emails please remember to follow the guidelines outlined below.

- *Check the syllabus.* Before sending your email or message, be sure that your question has not already been addressed in the syllabus or announcements.
- *Be patient.* If you have a concern and send me a message, you can expect a response within 24-48 hours. Please allow 3 business days for assessment submission feedback.
- *Specify subject.* Subject line should include the topic of the message and class title.
- *Greet & Close.* E-mails should begin with a formal greeting and end with you signing your name in all messages/emails.
- *Check writing.* Proofread (i.e. grammar and spelling) your message before sending.

ACCOMMODATIONS

Students with Disabilities

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, books on tape, extended time on assignments, and interpreter services among others. Students are responsible for communicating their needs to the [Academic Resource Center](#), the office that oversees disability support services, (202-687-8354; arc@georgetown.edu; <https://academicsupport.georgetown.edu/disability/>) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations.

If you have a disability and have any accommodation needs related to the classroom environment, lectures, note-taking or test taking, please let me know after class or during office hours during the first week of class so that arrangements can be made to better facilitate your education.

Accessibility and Inclusion

I am committed to creating a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). If your name or pronoun needs to be corrected, please let me know early in the semester so that I can make the appropriate changes to my records.

ACADEMIC INTEGRITY

Students at Georgetown University are expected to maintain the highest standards of academic and personal integrity. Although most Georgetown students conduct themselves in accordance with these standards, occasionally, there are students who violate the code of conduct. Cheating harms the University community in many ways. For example, honest students are frustrated by the unfairness of cheating that goes undetected and students who cheat can skew the grading curve in a class, resulting in lower grades for students who worked hard and did their own work.

Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to failure of the course, termination from the program, and revocation of degrees already conferred. All students are expected to fully adhere to the policies and procedures of [Georgetown's Honor System](#) and to take the Honor Code Pledge.

Honor Code Pledge

In pursuit of the high ideals and rigorous standards of academic life I commit myself to respect and to uphold the Georgetown University honor system; to live out a commitment to integrity in all my words and actions; to be honest in every academic endeavor; and to conduct myself honorably, as a responsible member of the Georgetown community as we live and work together; to live out the ideals of Georgetown University I commit myself to be a person for others in my daily life, respectful of difference and disagreement; To care for this venerable campus and all of those with whom I share it; and to fulfill in all ways the trust placed in me to carry on the Georgetown tradition.

Plagiarism

The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the [Gervase Programs](#). If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out [Plagiarism.org](#). All submissions must be your original work. Any submission suspected of plagiarism will be immediately referred to the Honor Council for investigation and possible adjudication. All students are expected to follow Georgetown's honor code unconditionally. If you have not done so, please read the honor code material located online at the [Honor Council website](#).

COURSE SCHEDULE

Dates/ Subject	Readings/Viewings	Activities
Week 1 June 7-12 Boxing	<p>Introduction/Welcome</p> <p>Watch <i>Bareknuckle Boxer (Pt 1-4)</i> Bareknuckle Boxer Pt. 1 Bareknuckle Boxer Pt.2 Bareknuckle Boxer Pt. 3 Bareknuckle Boxer Pt. 4</p> <p>Read Wiggins' Ch.1 and Ingen "Seeing What Frames" (pp. 1-7 &9-14) [Canvas]</p> <p>View Lecture Video/Slides</p> <p>Take Virtual Field Trip to Sports Museum</p>	<p>Flipgrid Orientation</p> <p>Flipgrid Video Due</p>
Week 2 June 14-19 Swimming/ Baseball	<p>Read Dawson "Enslaved Swimmers and Divers in the New World" [Canvas] View <i>Pride</i> (on Amazon Prime, Vudu)</p> <p>Read Wiggins' Ch.2 pp 23-36, [Canvas]</p> <p>View <i>Bingo Long Travelling All Stars</i> (on Amazon Prime, Vudu)</p>	<p>Flipgrid Video Due</p> <p>Rec. Assignment #1 Due</p>
Week 3 June 21-26 Capoeira	<p>Read Shenin "From Moral Disease to National Sport"[Canvas]</p> <p>View <i>Pele: Birth of a Legend</i> (on Amazon Prime, Vudu, Sling)</p> <p>View Lecture Video/Slides</p> <p>Take Virtual Field Trip to Sports Museum</p>	<p>Flipgrid Video Due</p> <p>Rec Assignment #2 Due</p>
Week 4 June 28-July3 Basketball & Style	<p>Read Rayl's "Black Five" and Jable's "The Philadelphia Tribune Newsgirls" [Canvas] Listen to Podcast</p>	<p>Midterm Due</p>



Syllabus

Week 5 July 5-July 10 Football & Art	Arts Activism: Paul Robeson, Ernie Barnes & Elliot Perry Read Wiggins' Ch.2 pp 43-49 [Canvas] View Our World Profile View Lecture on Paul Robeson and Ernie Barnes Read Hoxworth "Football Fantasies" [Canvas] View video of E. Perry discussing art collection: Elliott Perry National Gallery of Art Talk	Flipgrid Video Due Rec Assignment #3 Due
Week 6 July 12- July 17 Basketball & Music	Read <i>White Boy Shuffle</i> Listen to Podcast View <i>Wayman Tisdale Story</i>	Flipgrid Video Due Rec Assignment #4 Due
Week 7 July 19-July 24 Tennis/Track-Respectability Politics	Read Lansbury "Queen of the Courts" & Lansbury "Foxes Not Oxes" [Canvas] View Training Rules View Lecture Video/Slides	Flipgrid Video Due Final Exam
Week 8 July 26-July 30	Read Course Evaluation Instructions Complete Course Evaluations	Exhibit Due