

Global Baseball
FYS 102, Section 6 • Fall 2015
University of Wisconsin-Stevens Point
M/W 3:35-4:50 p.m., 322 CCC

Instructor:	Dr. Anju Reejsinghani	Office Hours:	M 6:30-7:30 p.m., Tu 2:30-4:30
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Course Description

This first-year seminar explores the historical development of baseball from the mid-19th century to the present. Reflecting the global nature of this course, we consider baseball in numerous locales (among them, Australia, Canada, China, Cuba, the Dominican Republic, France, Israel, Japan, Mexico, Panama, the Philippines, South Africa, South Korea, Taiwan, and Uganda) as well as its impact in the United States mainland and its territories.

Using history, biography, film, and other disciplines, we explore the origins of baseball in the United States; its practice in Latin America/Caribbean, Asia, Africa, Europe, and Oceania; the shift away from amateurism to professionalism in the early 20th century; the establishment of the Negro Leagues and women's baseball leagues; the integration of Major League Baseball (MLB) by African Americans and other ethnic and racial minorities; the impact of player unionization and free agency; baseball in the Summer Olympics and World Baseball Classic; and salient issues, such as steroid use, facing the MLB today. We consider how baseball intersects with colonialism, nationalism, capitalism, and globalization. And we explore the dynamics of the sport itself, analyzing the meanings behind the game's innumerable statistics and strategies used by players in different eras and locales.

As a seminar course, we do not utilize a lecture format but rather provide an active format for student learning through discussion and participation. Through presentations and activities tailored specifically to first-year students, we will develop useful strategies for note taking, marshaling and citing evidence, and presenting a coherent set of arguments in oral and written form.

Goals and Objectives

This course has several academic aims, including but not limited to the following:

- (1) To consider the historic and contemporary practice of baseball from a critical perspective;
- (2) To obtain a general understanding of baseball's origins and development in the Americas, Asia, Europe, and Oceania from the mid-19th century to the present;
- (3) To explore the political, economic, social, and cultural impacts of baseball on the shaping of societies in these regions;
- (4) To use a variety of disciplines – including history, anthropology, biography, and journalism – to gain a deeper awareness of the study of baseball and to fashion coherent, well-supported arguments in a final paper that requires researching a few outside sources; and

- (5) To develop analytical, note taking, research, writing, and oral presentation skills that will help to establish a strong foundation for a liberal arts university education.

Grading

Grading in this course is on a 100-point scale and is based on the following:

Participation	15%
Reading Leader	5%
Discussion Leader	5%
Précis (2)	20% (10% each)
Take-Home Exams (2)	30% (15% each)
Paper Prospectus	5%
Final Paper	20%

There are no grade curves in this class. Course grades are determined based on the above criteria and are determined according to the following point system:

92.5 points and above	A	72.5 to 76.4 points	C
89.5 to 92.4 points	A-	69.5 to 72.4 points	C-
86.5 to 89.4 points	B+	66.5 to 69.4 points	D+
82.5 to 86.4 points	B	59.5 to 66.4 points	D
79.5 to 82.4 points	B-	59.4 points and below	F
76.5 to 79.4 points	C+		

Grading rubrics for all written and oral assignments will be provided to students in class and on D2L before those assignments are due.

Required Texts, Articles, and Chapters

Textbooks for purchase (available at the UWSP University Store)

- Benjamin G. Rader. *Baseball: A History of America's Game*. 3rd edition. Urbana: The University of Illinois Press, 2008.
- Rob Ruck. *Raceball: How the Major Leagues Colonized the Black and Latin Game*. Boston: Beacon Press, 2011.
- Alan M. Klein. *Growing the Game: The Globalization of Major League Baseball*. New Haven: Yale University Press, 2006.

Articles and Chapters on E-Reserves

- Sayuri Guthrie-Shimizu. *Transpacific Field of Dreams: How Baseball Linked the United States and Japan in Peace and War*. Chapel Hill: The University of North Carolina Press, 2012. Chapter 2: "Colonial Baseball," pp. 40-74.

- Joseph A. Reaves. "China: Silk Gowns and Gold Gloves." In *Baseball without Borders: The International Pastime*, edited by George Gmelch, 43-64. Lincoln: University of Nebraska Press, 2006.
- Jennifer Ring. *Stolen Bases: Why American Girls Don't Play Baseball*. Urbana: University of Illinois Press, 2009. Chapter 4: "Enter Softball," pp. 59-72.
- Daniel A. Gilbert. *Expanding the Strike Zone: Baseball in the Age of Free Agency*. Amherst: University of Massachusetts Press, 2013. Chapter 2: "A Piece of Property: The Making and Meaning of Free Agency in Major League Baseball," pp. 41-74.
- Peter C. Bjarkman. *A History of Cuban Baseball, 1864-2006*. Jefferson, NC: McFarland & Co., 2007. Chapter 12: "Playing with the Enemy: Player Defections, the Orioles, and Baseball Détente," pp. 386-420.

Supplementary Readings

In addition to doing the required reading, you will be asked to read one of three supplementary readings assigned per class. Available on our D2L site, these include podcast transcripts, newspaper and magazine articles, blog entries, and more. In each class, you will be expected to discuss the supplementary reading you opted to do. You will also be asked to incorporate supplementary readings in writing your take-home exams.

Films and Film Excerpts (Screened in Class)

- *Eight Men Out*. Directed by John Sayles. 1988. 119 min. Excerpts.
- *Diamonds in the Rough: The Legacy of Japanese-American Baseball*. Produced by the Nisei Baseball Research Project and Chip Taylor. 1999. 35 min. Excerpts.
- *A League of Their Own*. Directed by Penny Marshall. 1992. 128 min. Excerpts.
- *The Jackie Robinson Story*. Directed by Alfred E. Green. 1950. 75 min. Excerpts.
- *Opposite Field*. Directed by Jay Shapiro. 2012. 73 min. Excerpts.

(The instructor may schedule other film screenings as circumstances permit.)

Course Requirements (Participation, Reading and Discussion Leaders, and Exams)

Participation. Given our seminar format, class participation is an integral part of this course and is graded as such (15% of the course grade). Regular attendance and the occasional question or brief remark are not sufficient; students must participate actively in discussions to receive a high participation grade. Though it should not have to be said, please be on time and remain for the duration of class; should you need to leave early, please inform me ahead of time.

Documented absences due to serious medical or personal reasons will be excused.

Reading and Discussion Leaders. From Week 3 on, one student will introduce the required readings at the start of class. In 10 minutes or less, the reading leader will summarize the assigned material, offering original insight and analysis whenever possible. A second student, the discussion leader, will offer three to four questions for class discussion and constructively critique the reading leader's presentation. (Reading and discussion leaders may also discuss the supplementary reading and/or link their analysis to other required readings we discussed, though that is optional.) Students serve as reading leaders and discussion leaders once each during the semester; each presentation counts for 5% of the course grade.

Précis. Students will write précis (concise analytical summaries) of two of four assigned readings. These 500-to-750-word (approximately 2 to 3 double-spaced page) assignments must be uploaded to D2L before the start of class on the day they are due. Students may select when to submit a précis but may not do so for readings for which they are a reading or discussion leader. Each précis is worth 10% of the final course grade.

Take-Home Exams. Students will complete two take-home exams. Exam prompts will be distributed a week before the due date. Students will be asked to synthesize material from class discussions, required and supplementary readings, and films. Each exam consists of four essay questions; students select two questions and write essays of 750 to 1,000 words (approximately 3 to 4 double-spaced pages) per question. Exams must be uploaded to D2L before the start of class on the day they are due. Each exam is worth 15% of the final course grade.

Course Requirements (Paper Prospectus and Final Paper)

The culmination of the course is a final paper that students write in consultation with the professor. There are two required steps, and one optional step, in the process:

Optional Step

Paper Topic. Your final paper is on a topic of your choice on some aspect of global baseball, historical or contemporary. By mid-November, you may consult a guide to potential paper topics and sources on D2L, but you are encouraged to develop your own topic and/or seek out additional sources. Students who submit their topic (aim for up to 125 words, or approximately one-half of a double-spaced page) to D2L by November 23 will obtain my feedback before the prospectus due date. This assignment is not graded.

Required Steps

Prospectus. Students will submit a brief (between 250 and 500 words, or 1 to 2 double-spaced pages) final paper prospectus, as well as an attached one-page bibliography, by November 30. The prospectus constitutes 5% of the final course grade.

Final Paper. Final papers require students to go beyond the synthesis of assigned and discussed sources. Students are expected to engage in a modest amount of independent research as well as to offer original insights and perspectives for this capstone assignment. Final papers should be between 1,750-2,000 words (approximately 7 to 8 double-spaced pages) long, not including

bibliography, citations, and title. The final paper is due during our scheduled final exam meeting time and will count for 20% of your final course grade.

Course Drops and Withdrawals

Students wishing to drop this course may do so through myPoint between Wednesday, September 2, and Monday, September 14. After that, students withdrawing from this course no later than Friday, November 6, will receive a “W” on their transcripts. After Friday, November 6, drops are generally not permitted. See <http://www.uwsp.edu/regrec/Pages/AddDropSchedule.aspx> for information.

Reading, Make-Ups, Extra Credit, and Accommodations

Reading. Students are expected to finish the day’s reading assignments before coming to class. As this is a seminar class, you will be expected not only to have completed the required and one supplementary reading, but also to have attempted a basic comprehension of the material (including what arguments and evidence are being presented) so that you may take part actively in class discussion. It is recommended that you jot down notes and/or questions as you read the material in order to aid your comprehension. (We will discuss note taking strategies in class.)

Make-Ups. Should there be significant reasons outside of your control (major personal or family issues, illness, or bereavement for the loss of a close human friend or family member) that prevent you from completing an assignment on time, please contact me immediately and we shall discuss your situation. I require documentation for absences prior to scheduling a make-up exam or accepting late work without penalties. Oversleeping, confusion over Daylight Savings Time changes, forgetting a scheduled exam/assignment deadline, vacation or recreation plans, or the loss of a pet are NOT acceptable excuses to obtain a make-up or extension.

Extra Credit. Should extra-credit opportunities arise on our campus during the semester (e.g., a visiting speaker, film screening, or exhibit relevant to material discussed in class), I will inform all enrolled students in advance. Extra-credit opportunities are offered to bolster students’ participation grade (by making up for no more than two unexcused absences per student per semester) but have no bearing on the other graded components in this course. Please do not contact me during the semester to request the opportunity to obtain extra credit for other work.

Accommodations. Students with learning and/or physical disabilities requiring special accommodations must provide appropriate documentation to UWSP Disability Services (609 Learning Resource Center, tel. (715) 346-3365, TTY (715) 346-3362, <http://www.uwsp.edu/disability/Pages/students/studentinformation.aspx>) at the start of the semester. Disability Services staff will work directly with the instructor to provide suitable learning accommodations.

Policy on Electronic Devices

You are not permitted to use laptops, tablet computers, smart phones or other cellular phones, MP3 players, smart watches, video and/or audio recorders, cameras, headphones, or any other electronic devices and accessories during our class meetings, whether for personal reasons or as an aid to your note taking. (Such devices may be brought to the classroom but must be stored among your personal items for the duration of the class period.)

As an enrolled student in this class, you may download and/or utilize the instructor's course materials for your own personal academic purposes outside of class time, although doing so does not in any way infringe upon the instructor's copyright protections. You are not permitted to videotape, audiotape, photograph, digitize, upload to another web site, or otherwise reproduce or distribute any images, data, and other course materials – including the syllabus and other handouts – produced by the instructor.

This electronic device and copyright policy will be strictly enforced. Students who violate this policy will be asked to leave class. Violators may also be subject to Academic Misconduct charges (see below). Exceptions may be made for students with prior written documentation of a disability from UWSP Disability Services and with the instructor's written consent.

Student Academic Misconduct

Plagiarism, cheating, and other forms of student academic misconduct will not be tolerated in this class. Students who violate University policy on this matter will be subject to disciplinary penalties, including (but not limited to) the possibility of failing this course. Please consult Chapter 14 of the Wisconsin Administrative Code, "Student Academic Standards and Disciplinary Procedures" (<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>), for more information on what types of activities are considered "academic misconduct" and what the disciplinary sanctions are for students who engage in them.

Emergency Response

To familiarize yourself with UWSP response scenarios in the case of an emergency, consult the university's Emergency Procedures at <http://www.uwsp.edu/rmgt/Pages/em/procedures>.

Use of Email for Official Correspondence to Students

Email is an official mode of university correspondence; you are therefore responsible for reading your email for university- and course-related information and announcements. You are responsible for keeping the university informed about changes to your email address. Please check your email regularly to stay current with course-related communications, some of which may be time-critical.

Syllabus

This syllabus is subject to change (though major change is unlikely). Should there be a modification of discussion topic, assigned reading, film screening, assignment deadline, or other item, I shall strive to give you adequate notice.

Course Schedule

Week 1: Introduction

W 9/2 **Introduction to the Course**

Expectations:

- Today is about getting to know more about the course, the instructor, and each other. There are no required reading or other assignments this week, but you should pick up your books if you haven't already.
- If you love baseball, that's a good place to start. If not, don't worry; this class is about a lot more than that. You will hopefully find something about the course that you are passionate about.
- Try to enjoy the first few days of the semester. It might seem slow now, but it goes really fast.

Week 2: Origin Stories

M 9/7 **No class (Labor Day)**

W 9/9 **Baseball and the Civil War**

Expectations:

- Today we will discuss tips on taking notes in class. We will also discuss suggestions for being reading and discussion leaders, and on giving oral presentations in general. We will also discuss how these assignments will be graded.

Required Reading (read all):

- Rader, *Baseball*, Introduction and Chapters 1-2

Supplementary Readings (choose one):

- George B. Kirsch, "Hurry Up and Wait and Play Ball!" *New York Times*, 12 October 2014.
- "Pre-Civil War Baseball Team Card Going on Auction Block in Chicago," *Chicago Tribune*, 30 June 2015.
- Phaedra Trethan, "Giving New Meaning to the Old Ball Game," *Courier-Post*, 3 August 2015.

Week 3: Growth and Expansion

M 9/14 The Professionalization of Early Baseball

Assignments:

- Reading and Discussion Leaders #1 will present today.

Required Reading (read all):

- Rader, *Baseball*, Chapters 3-4

Supplementary Readings (choose one):

- Peter Morris and Stefan Fatsis, "Baseball's Secret Pioneer," *Slate*, 4 February 2014.
- Frank Ceresi and Carol McMains, "Original Photo of the 1885-1886 Cuban Giants," The National Pastime Museum, no date.
- Jeff Fedotin, "Why Baseball Managers Wear Uniforms," *The Post Game*, 28 July 2015.

W 9/16 Conflicts and Challenges

Assignments:

- Reading and Discussion Leaders #2 will present today.

Required Reading (read all):

- Rader, *Baseball*, Chapters 5-6

Supplementary Readings (choose one):

- David L. Freitz, "The Irish in Early Baseball," *Irish America*, August/September 2009.
- Rick McNair, "Ban Johnson and a Boston Red Sox Birthday," *Bosox Injection*, 28 January 2015.
- "'Take Me Out to the Ballgame' Turns 100 Years Old," *Seattle Times*, 11 May 2008.

Week 4: Toward the Modern Era

M 9/21 The Dead-Ball Era

Assignments:

- Reading and Discussion Leaders #3 will present today.
- Before our discussion today, we will watch excerpts from *Eight Men Out*.

Expectations:

- Today we will discuss what a précis is and how to write one.

Required Reading (read all):

- Rader, *Baseball*, Chapters 7-8

Supplementary Readings (choose one):

- “The ‘Secret History’ of Baseball’s Earliest Days,” NPR, 16 March 2011.
- Bill Pennington, “Whiff of Scandal Wafts over 1918 World Series,” *New York Times*, 14 May 2011.
- Amara Grautski, “MLB Commissioner Rob Manfred Denies Request to Reinstate Shoeless Joe Jackson,” *New York Daily News*, 1 September 2015.

W 9/23

The Gospel of Baseball

Assignments:

- Reading and Discussion Leaders #4 will present today.
- The first two précis are due next week.

Required Reading (read all):

- Ruck, *Raceball*, Introduction and Chapter 1

Supplementary Readings (choose one):

- Michael Simon Johnson and Daisy Rosario, “Latino Players Blurred MLB’s Color Line before Robinson’s Debut,” WBUR, 11 July 2015.
- Alan Schwartz, “Baseball’s Oldest Old-Timer Opens a Window on the Past,” *New York Times*, 26 September 2006.
- Chris Lamberti, “South Side Baseball Legend: Rube Foster,” *White Sox Observer*, 28 March 2012.

Week 5: Baseball and the Colonial Project

M 9/28

Pacific Crossings

Assignments:

- Reading and Discussion Leaders #5 will present today.
- The Guthrie-Shimizu précis is due at the start of class.

Required Reading (read all):

- Guthrie-Shimizu, *Transpacific Field of Dreams*, Chapter 2

Supplementary Readings (choose one):

- Stefan Fatsis, “Who Was the Founder of Baseball? This Plot Won’t Let Question Rest,” *Wall Street Journal*, 9 December 1997.
- Nilda Rego, “Days Gone By: 1890: Hawaii’s King Kalakaua Visits San Francisco,” *San Jose Mercury News*, 28 April 2013.
- Paul Gillespie, “History of Baseball: The Man from Hawaii,” *From Deep Right Field*, 27 October 2011.

W 9/30

Baseball in China

Assignments:

- Reading and Discussion Leaders #6 will present today.
- The Reaves précis is due at the start of class.

Required Reading (read all):

- Joseph A. Reaves, “China: Silk Gowns and Gold Gloves”

Supplementary Readings (choose one):

- Juliet Macur, “Teaching Baseball as Second Language in China,” *New York Times*, 5 July 2008.
- Tony Dokoupil, “Can Major League Baseball Bring China into the Major Leagues?” *Newsweek*, 15 April 2013.
- Lindsay Berra, “The Xu Fits: O’s, Chinese Prospect Make History,” *MLB.com*, 20 July 2015.

Week 6: Baseball’s Golden Age?

M 10/5

The Babe Ruth Era

Assignments:

- Reading and Discussion Leaders #7 will present today.
- Take-Home Exam #1 is being distributed in class today and is due in one week. We will discuss the assignment and grading rubric in detail.

Required Reading (read all):

- Rader, *Baseball*, Chapters 9-10

Supplementary Readings (choose one):

- Ray Cavanaugh, “100 Years Ago Today, Babe Ruth Made His MLB Debut,” *USA Today*, 11 July 2014.

- Larry Getlen, "Journalist Debunks Babe Ruth's Legendary 'Called Shot,'" *New York Post*, 1 February 2014.
- Peter Kerasotis, "Home, at the Other House that Ruth Built," *New York Times*, 10 March 2014.

W 10/7

Blackball

Assignments:

- Reading and Discussion Leaders #8 will present today.
- Take-Home Exam #1 is due at the start of our next class.

Required Reading (read all):

- Ruck, *Raceball*, Chapter 2-3

Supplementary Readings (choose one):

- Lawrence D. Hogan, "The Negro Leagues Discovered an Oasis at Yankee Stadium," *New York Times*, 12 February 2011.
- Ryan Whirty, "Negro League Player May Have Had Cherokee Blood," *Philadelphia Daily News*, 19 November 2014.
- Adrian Burgos, Jr., "A Senator, A Reformed Numbers King and Family Reunions," *Sporting News*, 24 March 2015.

Week 7: Wartime, Women's, and Nisei Baseball

M 10/12

World War II at Home

Assignments:

- Take-Home Exam #1 is due at the start of class today.
- There are no reading and discussion leaders today.
- Before our discussion today, we will watch excerpts from *Diamonds in the Rough: The Legacy of Japanese-American Baseball*.

Required Reading:

- Ruck, *Raceball*, Chapter 4

Supplementary Readings (choose one):

- Jeff Zilgitt, "World War II Era Baseball Now a World Away," *USA Today*, 19 July 2004.
- Geoffrey Dunn, "Japanese American Baseball Teams Thrived in Local Area before World War II," *Monterey Herald*, 31 May 2010.

- Sarah Moses, "Women Who Played in Baseball League during World War II Reunite in Syracuse," Syracuse.com, 22 September 2012.

W 10/14

The Women's Game

Assignments:

- Reading and Discussion Leaders #9 will present today.
- The Ring précis is due at the start of class.
- Before our discussion today, we will watch excerpts from *A League of Their Own*.

Required Reading:

- Jennifer Ring, *Stolen Bases*, Chapter 4

Supplementary Readings (choose one):

- Linton Weeks, "Baseball in Skirts, 19th-Century Style," NPR, 12 July 2015.
- Emma Span, "Is Softball Sexist?" *New York Times*, 6 June 2014.
- Kavitha A. Davidson, "Meet the French Mo'ne Davis," *Bloomberg Review*, 22 June 2015.

Week 8: Integration and the Demise of the Negro Leagues

M 10/19

Jackie Robinson and the "Noble Experiment"

Assignments:

- Reading and Discussion Leaders #10 will present today.
- Before our discussion today, we will watch excerpts from *The Jackie Robinson Story*.

Required Reading (read all):

- Rader, *Baseball*, Chapters 11-12

Supplementary Readings (choose one):

- April Joyner, "Jackie Robinson, Business Pioneer," *USA Today*, 11 April 2015.
- Ken Belson, "Rivera Is Taking Robinson's 42 to Its Last Stop," *New York Times*, 13 March 2013.
- Ben Shapiro, "Major League Baseball: Racism and Bigotry Didn't End with Jackie Robinson," Masslive.com, 8 August 2013.

W 10/21

The Curse of Integration?

Assignments:

- Reading and Discussion Leaders #11 will present today.

Required Reading (read all):

- Ruck, *Raceball*, Chapter 5

Supplementary Readings (choose one):

- Michael Beschloss, "The Struggles of Satchel Paige," *New York Times*, 3 October 2014.
- "Effa Manley Becomes First Woman in Baseball Hall of Fame," PBS, 28 February 2006.
- Nate Taylor, "A Comeback for Negro Leagues Museum," *New York Times*, 23 August 2013.

Week 9: Mexico and the Dominican Republic

M 10/26

Jorge Pasquel and the Mexican League

Assignments:

- Reading and Discussion Leaders #12 will present today.

Required Reading (read all):

- Ruck, *Raceball*, Chapter 6

Supplementary Readings (choose one):

- TBD.
- TBD.
- TBD.

W 10/28

Latin American and Latino Pioneers

Assignments:

- Reading and Discussion Leaders #13 will present today.

Required Reading (read all):

- Ruck, *Raceball*, Chapter 7

Supplementary Readings (choose one):

- TBD.
- TBD.
- TBD.

Week 10: Unionization and Free Agency

M 11/2

The End of the Reserve Clause

Assignments:

- Reading and Discussion Leaders #14 will present today.
- Take-Home Exam #2 is being distributed in class today. It is due at the start of class in one week. As with the first take-home exam, we will discuss the assignment in detail and go over the grading rubric again.

Required Reading (read all):

- Rader, *Baseball*, Chapters 13-14

Supplementary Readings (choose one):

- TBD.
- TBD.
- TBD.

W 11/4

Free Agency and Its Impacts

Assignments:

- Reading and Discussion Leaders #15 will present today.
- The Gilbert précis is due at the start of today's class.

Required Reading (read all):

- Gilbert, *Expanding the Strike Zone*, Chapter 2

Supplementary Readings (choose one):

- Bob Costas, "Bob Costas on Baseball Free Agency's Evolution," *Bloomberg Business*, 4 December 2014.
- Nicholas Iovino, "Baseball Fights Minor Leaguers in Court," *Courthouse News Service*, 28 August 2015.
- David Lengel, "MLB Wants International Players Included in the Draft, But Is It Even Possible?" *The Guardian*, 11 June 2015.

Week 11: Practical Applications

This week will be focused on practical applications of the type of learning we are doing in this class. There will be no required or supplementary reading this week. More details to come shortly.

M 11/9 **TBD**

Assignments:

- Take-Home Exam #2 is due at the start of today's class.

W 11/11 **TBD**

Week 12: A New Golden Age?

M 11/16 **The 1994-1995 MLB Strike**

Assignments:

- Reading and Discussion Leaders #16 will present today.
- Using the suggested reading list that has been posted to D2L, we will discuss how to choose a paper topic.

Required Reading (read all):

- Rader, *Baseball*, Chapters 15-16

Supplementary Readings (choose one):

- Craig Lyndall, "MLB Strike of 1994 Still Impacting the Game Today," *Cleveland Plain-Dealer*, 4 April 2011.
- David Lengel, "Was the 1994 MLB Strike the Beginning of the End for the Montreal Expos?" *The Guardian*, 11 August 2014.
- Chris Gehring, "20 Years after the Strike, Replacement Player Remembers It Wasn't Just about Baseball," *Sporting News*, 2 April 2015.

W 11/18 **The Dominican Deluge**

Assignments:

- Reading and Discussion Leaders #17 will present today.
- Your paper topic can be submitted as early as today or by the start of our next class. This is an optional, nongraded, but nonetheless highly recommended assignment.

Required Reading (read all):

- Ruck, *Raceball*, Chapters 8-9

Supplementary Readings (choose one):

- Steven J. Gaither, "Pedro Martinez's Hall of Fame Speech Rooted in Dominican Pride," *Sporting News*, 26 July 2015.
- Dexter Rogers, "Baseball: Have African American Players Progressed Since Al Campanis?" *The Huffington Post*, 10 April 2012.
- Scott Eric Kaufman, "Chris Rock: Baseball is Dying Because Its Fans Are Whiter than the Ferguson PD," *Salon*, 23 April 2015.

Week 13: The Steroid Era

M 11/23

Major League Baseball at the Turn of the 21st Century

Assignments:

- Reading and Discussion Leaders #18 will present today.
- Today is the last day to submit paper topics.
- Your paper prospectus/bibliography is due one week from today. We will discuss how to write a paper prospectus, how to format a bibliography, and the grading rubric for the assignment.

Required Reading (read all):

- Rader, *Baseball*, Chapter 17
- Ruck, *Raceball*, Epilogue

Supplementary Readings (choose one):

- Lynn Zeiser, "To Baseball's Chagrin, Steroid Era Goes On," *New York Times*, 24 August 2012.
- William O'Connor, "How Bud Selig Almost Ruined Baseball," *The Daily Beast*, 27 May 2015.
- Jon Heyman, "Bud Selig's Legacy: The Most Innovative, Creative 'Hayseed' Ever," *CBS Sports*, 26 September 2013.

W 11/25

No class or assigned readings today; work on your paper prospectus. (Happy Thanksgiving!)

Week 14: Twenty-First Century Globalization

M 11/30

The Crisis at the Core?

Assignments:

- Reading and Discussion Leaders #19 will present today.

- Your paper prospectus/bibliography is due at the start of today's class.
- Today we will discuss your final paper, including grading criteria and submission procedures.

Required Reading (read all):

- Klein, *Growing the Game*, Introduction and Chapter 1

Supplementary Readings (choose one):

- Tom Giratikanon, et. al., "Up Close on Baseball's Borders," *New York Times*, 24 April 2014.
- Bill Brink, "Baseball's New Rules Hope to Speed up Game," *Pittsburgh Post-Gazette*, 21 February 2015.
- Eric Chermi, et. al., "'Moneyball' Mastermind Sees Market's Hand in Baseball Walk Dearth," NBC News, 15 August 2015.

W 12/2

Pacific Crossings, Again

Assignments:

- Reading and Discussion Leaders #20 will present today.

Required Reading (read all):

- Klein, *Growing the Game*, Chapter 5

Supplementary Readings (choose one):

- Mariko Oi, "Japan Baseball Exports to MLB Striking It Big in US," BBC News, 13 July 2012.
- David Waldstein, "At 24-0, Ace Is an Inspiration in Japan's Series," *New York Times*, 23 October 2013.
- Anthony Kuhn, "The Secret to Japan's Little League Success: 10-Hour Practices," NPR, 28 August 2015.

Week 15: Uneven Development

M 12/9

African Legacies

Assignments:

- There may be Reading and Discussion Leaders today if circumstances require.
- Before our discussion today, we will watch excerpts from *Opposite Field*.

Required Reading (read all):

- Klein, *Growing the Game*, Chapter 7

Supplementary Readings (choose one):

- Henri E. Cauvin, "Baseball Gets Serious in a New South Africa," *New York Times*, 27 June 2000.
- John W. Miller, "In Africa, Out of Nowhere, There Is Baseball," *Wall Street Journal*, 25 December 2014.
- Aaron Mosell, "Root, Root, Root for Uganda in Tonight's Little League World Series," NPR, 24 August 2015.

W 12/11

New Inroads, Changing Audiences

Assignments:

- There may be Reading and Discussion Leaders today if circumstances require.

Required Reading:

- Klein, *Growing the Game*, Chapter 8

Supplementary Readings (choose one):

- Barry Bearak, "Wanted: Jewish Ballplayers," *New York Times*, 18 September 2012.
- Pete Williams, "Why MLB Thinks Australia Is On Verge of Baseball Boom," *Sporting News*, 20 March 2014.
- "Major League Baseball Tries to Be More Welcoming to LGBT Community," NPR, 9 April 2015.

Week 16: A New Revolution in Baseball

M 12/14

The Coming Cuban Exodus

Assignments:

- There are no assigned reading and discussion leaders today.

Required Reading:

- Peter C. Bjarkman, *A History of Cuban Baseball*, Chapter 12

Supplementary Readings (choose one):

- David Dorsey, "Florida Bat Company Looks to Make History in Cuba," *News-Press*, 16 June 2015.
- Nick Miroff, "Cuban Baseball, Standing on Second, Waits for a Sign," *Washington Post*, 27 March 2015.
- Adrian Burgos, Jr., "For MLB, Is Cuba Next Puerto Rico or Next Dominican Republic?" *Sporting News*, 12 February 2015.

**** Your final research papers are due by the end of our regularly scheduled final exam meeting time, which is Monday, December 21, 2015, from 12:30 p.m. to 2:30 p.m. CST. Thus, to avoid late penalties, you will need to upload your final paper to the appropriate D2L dropbox and submit it in hard copy to Prof. Reejhsinghani no later than 2:30 p.m. CST on Monday, December 21, 2015. ****