



Intercollegiate Athletics: Origins Through Contemporary
Southern Illinois University Carbondale
Southern Illinois University Edwardsville
Honors Programs

Course Syllabus	3 semester hours	Spring 2024
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Class Time/Days: Wednesdays 11:00am – 1:30pm online

Instructors

Dr. Dan Mahony

President Southern Illinois University System

Office: Resource One Building, 3rd Floor, Springfield; President Office, Stone Center, Carbondale; Provost Office, Rendleman Hall, Edwardsville

Office Hours: By Appointment

Office Phone: 618-536-3471

Email Address: dan.mahony@siu.edu; dmahony@siue.edu

Dr. Bobbi Knapp

Associate Professor, Department of Kinesiology

Office: Davies Hall 160B

Office Hours: 1:20 – 3:20 T, 1:30 – 3:30 W (virtual), 1:20 – 3:20 Th, and by appointment

Office Phone: 618-453-3324

Email Address: bknapp@siu.edu

Course Description and Pre-requisites/Co-requisites/Fees

Honors Seminar in Multicultural Diversity in the United States. For University Honors Program Members only. Topics vary and will be announced by the University Honors Program each time the course is offered. These seminars may be used to satisfy the University Core Curriculum requirement for Integrative Studies in Multicultural Diversity in the United States.

Purpose of Course

Intercollegiate athletics has been referred to as the front porch of the modern U.S. university. What started out as student-run sport clubs at elite private institutions eventually became recruiting and marketing tools for colleges and universities throughout the U.S. This course will chart the history of intercollegiate athletics from its start on the playing fields of Yale, Harvard, Princeton, and other private institutions as student-run, student-played, and student-coached sporting clubs to the development of the Power Five Conferences and football coaches who make over \$8 million dollars a year. As part of this exploration, the course will also examine the impact of social class, race, ethnicity, sex, gender, sexuality, disability on the intercollegiate athletic experience. The content will also cover topics such as amateurism, labor unions, protests, academic scandals, sport-industrial-military complex, and reform.

Course Learning Objectives

Student Learning Outcomes

1. Students will be able to write effectively.
2. Students will be able to critically analyze historical and current issues in intercollegiate athletics.
3. Students will be able to explain the goals of higher education and athletics and how they are or are not compatible.
4. Students will be able to identify and discuss key events that, and figures who, impacted the development of college sports in the United States.
5. Students will be able to explain the long- and short-term impact of college athletics on both institutions and the participants.
6. Students will be able to explain the current organizational structures of intercollegiate athletics at the national and university level.
7. Students will be able to explain the major policies within intercollegiate athletics and their impact on student athletes.

Required Student Resources

- Articles on Desire2Learn
- Email listerv – D1 Ticker student need to subscribe to <https://www.d1ticker.com/>
- Students may also be required to access videos online or podcasts

Students will need a stable internet connection and a laptop or desktop computer. Students will need a webcam, microphone, and speakers. These resources are readily available in electronics stores, and via the internet. Students must be able to use and create content in common applications like Microsoft Office or Google Suite.

Course Assignments and Grading

Grading:

Grades will be determined by the following:

100	Exam 1- Midterm
150	Exam 2 - Final
20	Quizzes
40	Student Athlete Issues Project
40	Activism in College Athletics Project
100	Group Assignment
50	Participation/Critical Thinking Exercises
500	Total points

Grading Scale

A	90-100%
B	80-90%
C	70-80%
D	60-70%
F	Below 60%

Students must earn a C or above to receive Honors credit for the course

Policy on Accommodation of Students with Disabilities:

We would like to hear from anyone who has a disability which may require some modification of seating, testing, or other class requirements so that appropriate arrangements may be made. Please talk with us after class or during office hours. You will need to provide documentation of your disability from Disability Support Services (SIUC DSS), Woody Hall B-150, 453-5738 or ACCESS at SIUE siue.edu/access

Cheating:

See the academic integrity section of your college catalog for further explanation of what constitutes cheating and for procedures that will be taken if a student is believed to have cheated, plagiarized, falsified, or forged class work. Cheating in any form will not be tolerated and will be dealt with according to university policy. **Plagiarism and cheating are serious offenses and may be punished by failure of the assignment (0), failure of the course (F), and/or expulsion from the University.** If offered, Academic fraud on an extra credit assignment will result in the student losing the total number of points possible on the extra credit assignment from his/her total points in class. Ignorance of the rules is not an excuse.

Behavior:

1. Respect

Many of the issues and ideas that we will be discussing this semester are thought provoking and may be controversial. The expectation is for all of us to treat one another with respect and civility. It is not expected that everyone will share the same ideas or beliefs, but it is expected that everyone will respond with respect and tolerance. If you have any questions, we would encourage you to come speak to us and to look at the following:

<http://www.siuc.edu/~policies/policies/conduct.html> or <https://www.siue.edu/policies/3c1.shtml>

2. Attentiveness and Readiness

Be actively engaged in class activities. This means taking notes during a lecture/discussion or listening attentively to others. Any disruptive behavior could result in a lower grade and/or dismissal from the class. *Students should join Zoom with video and audio.*

Assignment Descriptions:

All assignments will be due at the beginning of class and any assignments not turned in at that time will be considered late. E-mailed assignments will not be accepted unless previously approved. Any assignments turned in late will have the points reduced by 25% for each day late (weekends included).

All written assignments must be typed, double-spaced (no extra space between paragraphs), with one-inch margins on all sides, and in 12-point Times New Roman font unless otherwise stated. Larger assignments should include a cover page. Please proofread your work. Excessive errors in grammar, spelling, etc. will result in a lower score.

Exams: Exams will include a mixture of multiple choice, short answer questions, and essays. The short answer and essay questions must be answered using complete sentences and points may be lost for grammatical errors and poor organization. Exams must be taken on the days designated and make-ups will only be given in the case of an excused absence. The Midterm will be worth 100 points. The Final Exam will be cumulative and worth 150 points.

Student Athlete Issues Project

Student athletes face many issues as part of intercollegiate athletics. Some of these issues, such as time demands, are almost as old as college athletics itself while others, such as fears around coronavirus, are relatively new. For the first part of this project a Discussion Board will be created in which each student will need to post at least one issue that student athletes face. Each student will need to provide a unique issue – meaning that it cannot be an issue another student or instructor has already posted on the document. The second step of the project will be for each student to upload to the appropriate dropbox a file with each topic ranked by your level of interest (1 being of highest interest to you and so on). Upon examination of those rankings, students will be assigned a topic. The next step will be for each student to compile the following for the topic he/she/they are assigned: Define/explain the issue; provide a historic overview of the issue in college athletics; provide some specific examples of the issue in college athletics today; and provide a discussion of how you would approach/deal with this issue if you had influence on college athletics. The final step of this project will be for each student to present the issue she/they/he researched to the rest of the class with an opportunity for questions/discussion after each presentation. These presentations will take place February 21st. The point breakdown for this project is 3 points for adding a unique (meaning one not already provided by a classmate) issue that student athletes face, 2 points for your ranking of issue topics, 25 points for the essay, 10 points for 5–7-minute teaching session about the topic to your classmates. The rubric below is for the essay portion of this project.

Rubric for Issues College Athletes Face Project		
Component	Description	Points
Format	10 or 12 TNR font, 1" margins, no extra space between paragraphs, cover page, minimum 1 full page	1
Introduction	Entice the reader in, define/explain the topic that is the focus of your essay, last sentence should be a clear thesis statement (in this essay I will....)	2
Define	Clearly define/explain the issue that you are covering in your essay	2
Historical	Provide a detailed exploration of this issue in college athletics throughout the history of college athletics in the United States	5
Current Examples	Provide a minimum of two specific and separate examples of this issue in college athletics within the past three years	5
Discussion	provide a discussion of how you would approach/deal with this issue if you had influence on college athletics	5
Conclusion	Provide a concluding paragraph that wraps up your essay	1
Overall	Spelling, grammar, transitions, set-up, overall flow and readability	3
Citations	In text citations and works cited page with correct APA format	1

Activism and College Athletics Project

Activism has long been a part of college athletics and has been readably visible in recent years. For the first part of this project a Discussion Board will be created in which each student will need to post at least one example of activism in college athletics. Each student will need to provide a unique example – meaning that it cannot be an example of activism another student or instructor has already posted on the document. The second step of the project will be for each student to upload to the appropriate dropbox a file with each topic ranked by your level of interest (1 being of highest interest to you and so on). Upon examination of those rankings, students will be assigned a topic. The next step will be for each student to compile an essay that includes the following for the topic they/he/she are assigned: Define/explain the issue at the core of the activism; provide a historic overview of activism on this issue in college athletics; provide some specific examples of forms of activism on this issue in college athletics today; and provide a discussion of how you would approach/deal with activism on this issue if you had influence on college athletics. The final step of this project will be for each student to present the issue he/she/they researched to the rest of the class with an opportunity for questions/discussion after each presentation. These presentations will take place April 10th. The point breakdown for this project is 3 points for adding a unique (meaning one not already provided by a classmate) form of activism in college athletics, 2 points for sending Dr. Knapp your ranking of activism topics, 25 points for the essay, 10 points for 5–7-minute teaching session about the topic to your classmates. The rubric below is for the essay portion of this project.

Rubric for Activism in College Athletics Project		
Component	Description	Points
Format	10 or 12 TNR font, 1" margins, no extra space between paragraphs, cover page, minimum 1 full page	1
Introduction	Entice the reader in, define/explain the topic that is the focus of your essay, last sentence should be a clear thesis statement (in this essay I will....)	2
Define	Clearly define/explain the issue that is behind the form of activism you are covering in your essay	2
Historical	Provide a detailed exploration of this type of activism in college athletics throughout the history of college athletics in the United States	5
Current Examples	Provide a minimum of two specific and separate examples of this type of activism in college athletics within the past three years	5
Discussion	provide a discussion of how you would approach/deal with activism on this issue if you had influence on college athletics	5
Conclusion	Provide a concluding paragraph that wraps up your essay	1
Overall	Spelling, grammar, transitions, set-up, overall flow and readability	3
Citations	In text citations and works cited page with correct APA format	1

College Athletics Design Group Project: Each group will have the opportunity to design a model for intercollegiate athletics. While you all can certainly utilize some aspects of the current model, there is no requirement that anything that currently exists must be maintained. There is no right or wrong model – it is up to your group to determine what you believe is the best model based on your assessment of what is important. Each group will be expected to present your model and effectively advocate for why it would be the best. Groups will submit their core principles by 11 am February 14th. Additionally, groups are expected to have a draft outline developed by March 20th, but you can adjust or change the model as you learn more about the history and current issues within intercollegiate athletics. The final project is due on April 24th, which is the same day as the presentations of the project. Each group will meet periodically with the instructors throughout the semester to discuss your model and how it has changed or not changed over time. You will also formally present your model to the rest of the class and the instructors at the end of the semester. Five points will be based on format and citations. Here are some of the key elements that should be included in your model:

1. Core principles – Describe the core principles that your group believe should guide the development of the organizational structures, rules, resource distributions, etc. in intercollegiate athletics. Your group needs to develop a minimum of three core principles that will guide your organizational structure. You need to define each principle (in your own words) and provide a brief description of how each will guide you as you develop your intercollegiate athletic model. Your group will turn these in first as they should be well thought out and guide your future decisions in this project. Due 11 am February 14th in the appropriate dropbox. – 10 points
2. Organizational structure – nationally (and perhaps regionally) - Provide a detailed description of how intercollegiate athletics would be organized across the United States, which may also include regional organization. This should include who should provide leadership to those organizations and how they should be chosen. Some questions to consider include: How will the schools be organized? What working groups, if any, will there be? Who will be included in making decisions? Will there be championships? If so, how will they be organized? Who will be eligible for them? How will your core principles influence the organizational structure you develop? – 15 points
3. Organizational structure – individual institutions – Provide a detailed description of the organizational structure for athletics in a typical university, including reporting lines and relationship to the university organizational structure. Some questions to consider: Who will be included in decision making? What role will student athletes have in the organizational structure? How does this align with your national organizational structure? How will your core principles influence the organizational structure you develop– 15 points
4. Major policies and rules - Identify and describe the major policies related to key areas, such as student athlete recruitment, eligibility (admissions and ongoing), transfers, compensation, and rule enforcement. Make sure that your core principles guide your creation of policies and rules. – 15 points
5. Financial aspects – sources of revenue, key expenses, distribution of resources, financial relationship with the university – Identify the major sources of revenue and what is

allowed in attracting revenue, the expenses that will be paid with that revenue and any limitations on these expenses, and the financial relationship with the university. How do your core principles influence these financial aspects? – 15 points

6. Government involvement (if any) – Describe any areas in which the government should be involved in intercollegiate athletics, and if it should not, please explain why. How does this connect to your national structure? University level structure? Revenue sources? Core principles? – 5 points
7. Key aspects of the student-athlete experience – Describe the expectations your group would have for the experience of student-athletes and why this experience would be ideal. How do these connect with your core principles? How do these connect to the purpose of higher education? – 10 points

Class Participation/Critical Thinking Exercises: Up to 50 points will be earned by actively participating in class and small group discussions, in class and/or online.

Quizzes: Quizzes may include a mixture of multiple choice, true/false, and short answer questions. Quizzes will become available on the first day of class and must be completed by the days designated on the course syllabus. Each quiz will be worth 5 points.

Course Topics/Course Schedule (subject to change)

Week 1 Wed, January 10: Course Introduction

Class Mode: Meeting on Zoom starting 11:00 am
Assigned Readings: No assigned readings for this week
Assignments: Discussion board post by 11:59 pm Sunday January 14

Week 2 Wed, January 17: Purpose of Sport and of Higher Education in America - Mahony

Class Mode: Meeting on Zoom starting 11:00 am
Assigned Readings: No assigned readings for this week
Assignments: Pre-Assessment Essay due by 11 am January 21

Week 3 Wed, January 24: Role of Sport in Higher Education Today - Knapp

Class Mode: asynchronous lecture posted on D2L
Assigned Readings: No assigned readings for this week
Assignments: Initial discussion board post by 11:59 pm Thursday January 25
 Response discussion board post by 11:59 pm Sunday January 28
 Quiz on D2L due by 11:59 pm Sunday January 28

Week 4 Wed, January 31: Governance and Compliance – Knapp

Class Mode: Lecture will be posted on D2L but the class will be meeting on Zoom starting 11:00 am with a guest speaker to talk about compliance
Assigned Readings: Ridpath
Assignments: Initial discussion board post by 11:59 pm Thursday
 Response discussion board post by 9pm Sunday
 Quiz on D2L due by 11:59 pm Sunday February 4
 Contribute one topic to the Student Athlete Issues list by 11:59 pm Sunday February 4

Week 5 Wed, February 7: Early History of College Sports - Mahony

Class Mode: Meeting on Zoom starting 11:00 am
Assigned Readings: No assigned readings for this week
Assignments: Student Athlete Issues ranking to dropbox by 11:59 pm Sunday Feb 11

Week 6 Wed, February 14: History of College Sports Late 19th Century - Mahony

Class Mode: Meeting on Zoom starting 11:00 am
Assigned Readings: No assigned readings for this week
Assignments: Core Principles Assignment by 11:00 am Wednesday February 14

Week 7 Wed, February 21: Student Athlete Issues – Knapp

Class Mode: Meeting on Zoom starting 11:00 am
Assigned Readings: No assigned readings for this week
Assignments: Initial discussion board post by 11:59 pm Thursday February 22
 Response discussion board post by 11:59 pm Sunday February 25
 Student Athlete Issues essay due by 11:00 am Wednesday February 21
 Student Athlete Issues teaching presentation in class

Week 8 Wed, February 28: History of College Sports Late 19th to Early 20th Century - Mahony

Class Mode: Meeting on Zoom starting 11:00 am
Assigned Readings: No assigned readings for this week

Weeks 9-10 Wed, March 6 & 13: Midterm

Class Mode: Midterm will be given through D2L
Assigned Readings: No assigned readings for this week
Assignments: Midterm available 1:00 am March 6 through 11:59 pm March 13

Week 11 Wed, March 20: Women in College Athletics/Title IX - Knapp

Class Mode: Meeting on Zoom starting 11:00 am
Assigned Readings: Title IX at 50: A Critical Celebration
 Suggs chapter
Assignments: Draft Outline due by 11am March 20
 Initial discussion board post by 11:59 pm Thursday March 21
 Response discussion board post by 11:59 pm Sunday March 24
 Contribute one topic to the Activism in College Athletics list by 11:59 pm Sunday March 24
 Quiz on D2L due by 11:59 pm Sunday March 24

Week 12 Wed, March 27: History of College Sports Mid-20th Century to Recent Years - Mahony

Class Mode: Meeting on Zoom starting 11:00 am
Assigned Readings: No assigned readings for this week
Assignments: Activism in College Athletics ranking to dropbox by 11:59 pm Sun

Week 13 Wed, April 3: Race in College Athletics - Knapp

Class Mode: asynchronous lecture posted on D2L
Assigned Readings: 2022 Racial Report Card for College Athletics
Assignments: Initial discussion board post by 11: 59 pm Thursday April 4
 Response discussion board post by 11: 59 pm Sunday April 7
 Quiz on D2L due by 11:59 pm Sunday April 7

Week 14 Wed, April 10: Activism and College Athletics – Knapp

Class Mode: Meeting on Zoom starting 11:00 am
Assigned Readings: No assigned readings for this week
Assignments: Initial discussion board post by 11: 59 pm Thursday April 11
 Response discussion board post by 11:59 pm Sunday April 14
 Activism in College Athletics essay due by 11:00 am Wednesday (dropbox) April 10
 Activism in College Athletics teaching presentation in class

Week 15 Wed, April 17: Economics of College Sports - Mahony

Class Mode: Meeting on Zoom starting 11:00 am
Assigned Readings: No assigned readings for this week
Assignments:

Week 16 Wed, April 24: Class Presentations

Class Mode: Meeting on Zoom starting 11:00 am
Assigned Readings: No assigned readings for this week
Assignments: Final Group Project Due by 11am April 24
 Group Project Presentations
 Post Assessment Essay due by 11 am April 24

Week 17 Wed, May 1: Final Exam

Class Mode: Final will be given through D2L
Assigned Readings: No assigned readings for this week
Assignments: Final

Syllabus Change Policy

This syllabus reflects expectations for the course; however, the instructors may find it necessary to make changes in the syllabus after the course begins. In such cases, students will be notified accordingly.

Book Suggestions for Additional Learning Opportunities (optional)

- Andre, J., & James, D. N. (1991). *Rethinking college athletics*. Philadelphia: Temple University Press.
- Bacon, J. U. (2015). *Endzone: The rise, fall, and return of Michigan football*. New York: St. Martin's Press.
- Bacon, J. U. (2013). *Fourth and long: The fight for the soul of college football*. New York, NY: Simon & Schuster.
- Benedict, J., & Keteyian, A. (2014). *The system: The glory and scandal of big-time college football*. New York: Anchor Books.
- Bowen, W. G., & Levin, S. A. (2003). *Reclaiming the game: College sports and educational values*. Princeton, NJ: Princeton University Press.
- Branch, T. (2011). *The cartel: Inside the rise and imminent fall of the NCAA*. San Francisco, CA: Byliner Inc.
- Brooks, D., & Althouse, R. (2000). *Racism in college athletics (2nd ed)*. Morgantown, WV: Fitness Information Technology, Inc.
- Byers, W. (1997). *Unsportsmanlike conduct: Exploiting college athletes*. Ann Arbor, MI: University of Michigan Press.
- Cady, E. H. (1978). *The big game: College sports and American life*. Knoxville, TN: The University of Tennessee Press.
- Chu, D. (1989). *The character of American higher education & intercollegiate sport*. Albany, NY: State University of New York Press.
- Clotfelter, C. T. (2011). *Big-time sports in American universities*. New York: Cambridge University Press.
- Duderstat, J. (2003). *Intercollegiate athletics and the American university: A university president's perspective*. Ann Arbor, MI: University of Michigan Press.
- Feldman, B. (2014). *Meat market: Inside the smash-mouth world of college football recruiting*. New York, NY: Diversion Books.
- Fleisher, A. A., Goff, B. L., & Tollison, R. D. (1992). *The national collegiate athletic association: A study in cartel behavior*. Chicago: The University of Chicago Press.
- Funk, G. D. (1991). *Major violations: The unbalanced priorities in athletics and academics*. Champaign, IL: Leisure Press.
- Grant, R. R., & Leadley, J., & Zygmunt, Z. (2008). *The economics of intercollegiate sports*. Singapore: World Scientific Publishing Co. Pte. Ltd.
- Hart-Nibbrig, N., & Cottingham, C. (1986). *The political economy of college sports*. Lexington,

MA: Lexington Books.

- Hogshead-Maker, N., & Zimbalist, A. (2007). *Equal play: Title IX and social change*. Philadelphia: Temple University Press.
- Martin, C. (2010). *Benching Jim Crow: The rise and fall of the color line in southern college sports, 1890-1980*. Urbana, IL: University of Illinois Press.
- Nixon, H. L. (2014). *The athletic trap: How college sports corrupted the academy*. Baltimore, MD: John Hopkins University Press.
- Oriard, M. (2009). *Bowled over: Big-time college football from the sixties to the BCS era*. Chapel Hill, NC: University of North Carolina Press.
- Sack, A. L., & Staurowsky, E. J. (1998). *College athletes for hire: The evolution and legacy of the NCAA's amateur myth*. Westport, CT: Praeger.
- Schmidt, R. (2007). *Shaping college football: The transformation of an American sport, 1919-1930*. Syracuse, NY: Syracuse University Press.
- Shulman, J. L., & Bowen, W. G. (2001). *The game of life: College sports and educational values*. Princeton, NJ: Princeton University Press.
- Smith, R. A. (2010). *Pay for play: A history of big-time college athletic reform*. Urbana, IL: University of Illinois Press.
- Smith, R. A. (1988). *Sports and freedom: The rise of big-time college athletics*. New York: Oxford University Press.
- Sperber, M. (2000). *Beer and circus: How big-time college sports is crippling undergraduate education*. New York: Henry Holt and Company.
- Sperber, M. (1990). *College sports, inc.: The athletic department vs. the university*. New York: Henry Holt and Company, Inc.
- Sperber, M. (1998). *Onward to victory: The crises that shaped college athletics*. New York: Henry Holt and Company.
- Sperber, M. (2002). *Shake down the thunder: The creation of Notre Dame football*. Bloomington, IN: Indiana University Press.
- Telander, R. (1989). *The Hundred Yard Lie*. New York: Simon and Schuster.
- Thelin, J. R. (1994). *Games colleges play: Scandal and reform in college athletics*. Baltimore, MD: John Hopkins University Press.
- Yost, M. (2009). *Varsity green: A behind the scenes look at culture and corruption in college athletics*. Stanford, CA: Stanford University Press.
- Zimbalist, A. (1999). *Unpaid professionals: Commercialism and conflict in big-time college sports*. Princeton, NJ: Princeton University Press.