

American Sport: A Historical Examination

Measuring the Humanities Learning Outcomes

1. Engage the human experience through the interpretation of the cultural elements of American sport.

Example Assessment: In the Unit on “Sport as an Economic Enterprise,” students shall engage with this objective through critically reading and discussing articles relating to the power of televised sport.

2. Become aware of the act of interpretation as a critical form of knowing in history by engaging with primary sources and scholarly literature related to American sport.

Example Assessment: In the Unit on “Race, Class, Gender, and Sexuality in Sport,” students will engage with this objective by analyzing the thematic content of Jackie Robinson’s letters to three American presidents (Kennedy, Johnson, and Nixon).

3. Develop and communicate evidence-based arguments about the human experience appropriate to the discipline of history.

Example Assessment: On the final project, students may choose to write a paper connecting current sport-related issues and controversies (e.g. – performance enhancing drugs) to their historical antecedents.

4. Identify, analyze, and critique major events, actors, movements, themes, and ideas relating to the history of American sport.

Example Assessment: In the Unit on “Race, Class, Gender, and Sexuality in Sport,” students shall meet this objective through critically reading and discussing articles relating to the 1968 Olympics, Muhammad Ali, and the impact of *Brown v. Board of Education* on high school sports.

Measuring the U.S. Diversity Outcomes

1. Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structured inequalities, which occur in or relate to the context of American sport.

Example Assessment: In the Unit on “Race, Class, Gender, and Sexuality in Sport,” students will engage with this objective through critically reading and discussing articles relating to Title IX.

2. Examine interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups within the context of American sport.

Example Assessment: In the Unit on “Foundational Ideas of American Sport,” students shall engage with this objective by critically reading and discussing articles regarding connections between civic life and ethnic identity (e.g. – Irish Americans and Puerto Rican Americans).