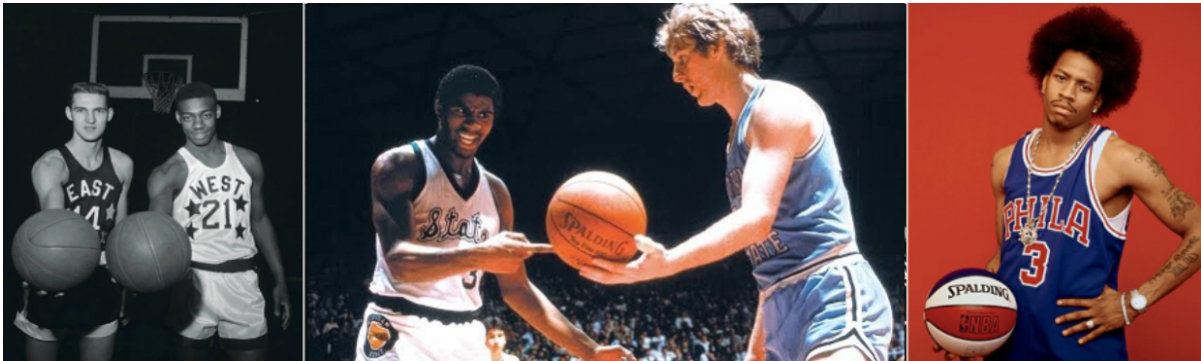


HISTORY 585
RACE, BASKETBALL, AND THE AMERICAN DREAM

UNC CHAPEL HILL
SPRING 2023



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“When it’s played the way it’s ‘sposed to be played, basketball happens in the air, the pure air; flying, floating, elevated above the floor, levitating the way oppressed peoples of this earth imagine themselves in their dreams.”

– John Edgar Wideman

COURSE THEMES

In this course we will view the history of basketball through the “lens” of race, exploring how the game and profession of basketball has been part of the larger histories of segregation, civil rights, and racial politics in the United States. Our particular focuses will be (a) how different groups of Americans have used this very American cultural product—basketball—as a means for integration, assimilation, self-definition, economic mobility, resistance, and/or political protest; and (b) how the basketball court has served as a site of “race making”—that is, we will explore the ways the game has influenced (and still influences) ideas about “Blackness” and “Whiteness” in American society.

By end of our course, you will know more about the history of the idea of race and race relations in this nation since 1891 (i.e., the year basketball was invented), have a keen grasp on the general narrative and major figures in the history of the game of basketball, and, we hope, look at the racial dynamics of basketball in a different way.

COURSE STRUCTURE AND ATTENDANCE

The rhythm of this course is as follows—there are **two lectures every week** (Tuesdays and Thursdays from 3:30-4:45 p.m.) in Chapman 201. Though these meetings are labeled as “lectures,” they will often be interactive. I will ask you questions about short primary-source readings that I have assigned; you can ask me questions about course content; I will project text or images on the screen—perhaps a photograph, a quote, or a film clip—and we will work to interpret these sources together. In other words, please do not come to lecture expecting to passively sit back and listen, as I will often ask you to be an active participant.

Seven times during the semester you will meet for **Document Workshops** (the Registrar calls them “recitations”). Your document workshop will be led by one of the Teaching Assistants and will be 50 minutes. Depending on which one you registered for, your document workshop will be on Tuesdays, Wednesdays, or Thursdays in a room assigned to us by the Registrar. The dates/weeks we have document workshops are marked clearly in this syllabus.

Though I do not plan to take **attendance** in lecture (I reserve the right to do so), you are responsible for all information covered in lecture. You are also expected to **attend every scheduled document workshop**, where your TA will take attendance (see more about document workshops below).

I plan to **record classroom lectures** on my phone and upload them to Sakai where you can pair the audio of the lecture with the .pdf of the in-class Keynote presentation.

My policy about **excused absences** in document workshops comes from the Office of the Dean of Students: Your absence from a document workshop will only be excused if you provide university paperwork attesting to the reason of your absence and you notify your TA about your upcoming absence *in advance*. There is no need to contact me if you will be missing a lecture meeting.

READING

There is a fair amount of reading in this course—certainly compared to my other courses. Please look over the syllabus and if you think it is going to be too much work, do yourself a favor and drop this course. Having issued that friendly warning, the following assigned books are mandatory and available for purchase at the campus bookstore (and on-line):

Art Chansky, *Game Changers: Dean Smith, Charlie Scott, and the Era That Transformed a Southern College Town*
 David Shields, *Black Planet: Facing Race during an NBA Season*
 Larry Platt, *Only the Strong Survive: The Odyssey of Allen Iverson*

There are also assigned readings (primary and secondary sources) on the **course Sakai page**. You can access the documents on Sakai by clicking the **“Resources”** tab on the left side of the course page. The documents are listed top-to-bottom in the order we will consider them. Course readings fall into **one of three categories** on this syllabus:

Discuss: We will discuss this document in lecture/document workshop, so make sure to read the document ahead of time and ***have it with you for easy reference***. You will need to consider the relevance of these documents when constructing your essays.

Read: I may reference the document in lecture, but we will not discuss the document together in class. Many of the selections labeled as “read” are background readings that take the place of a course textbook provide important historical context and details that we will not have time to cover in lecture. You will need to consider the relevance of these document when constructing your essays.

Optional Read: These readings are not required for the course and you will not be expected to consider these when writing your essays, though you are free to use them. But if you are interested in both basketball and compelling writing, I suggest you give these a look.

A tip: The students who have done well in this course in the past are the ones who have attended lectures and document workshops (obviously) but also kept up with the readings and thought about *the relationship between* what we discuss in class and what they have read on their own.

WATCHING

In addition to the assigned readings, there are films you will need to watch on your own in preparation for discussion in lectures and document workshops, as well as consider when writing the essays and the final exam. There are links to some of these films on the **Sakai Resources page** and I will alert you to other ways to access the films, as well (Netflix, Amazon Prime, ESPN+, etc.). In the order we will be considering them, the films are:

Bernie and Ernie
Hoop Dreams
The Fab Five
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ASSIGNMENTS AND GRADES

Your course grade will be determined by the quality of your **two argument essays** (5-6 pp. each), your **basketball biography research essay** (5-7 pp.), your **final exam**, your performance on **quizzes**, and your **document workshop input** (attendance and level of participation—see below for details). *Let's break these down:*

You will be asked to write **two argument essays** this semester. An argument essay is a thesis-driven, evidence-based response to a question we will pose. The prompt—that is, the question we want you to answer—will be posted on Sakai and discussed in lecture two weeks before each essay is due.

For your **basketball biography research essay** we will ask you to conduct research and write an argument essay about one basketball player or coach from a list we will provide (though you will be free to suggest your own subject and can write on that person with our approval). Along with the general basketball biography that you provide, your essay will need to address what your figure's biography tell us about racial dynamics both in basketball and in the larger American society. Instructions for writing this essay will come later in the semester.

Your **final exam** will take the form of an essay question(s) and short answers/IDs that will test your knowledge about the course material this semester. We will give you a final exam study guide at least two weeks before the exam.

About every two weeks I will open on Sakai a **short quiz** (five multiple-choice questions) that covers material from lectures and readings the previous two weeks. Quizzes are open book and open notes. Once you begin a quiz and attest to the honor code, you will have **five minutes** to complete the quiz. To take the quiz, go to the course Sakai site, select **"Tests and Quizzes"** from the menu on the left side of the page, and then select the relevant quiz. Once a quiz is open, it will remain open until the end of the semester (i.e., until May 8 at 7:00 p.m.), but I recommend that you take each quiz when the information is fresh in your head. *If you attend lectures and do the readings, you will do well on the quizzes.*

Here is how your **final grade** will be calculated:

First Argument Essay	20%
Second Argument Essay	21%
Basketball Biography Research Essay	21%
Final Exam	21%
Quizzes	7%
Document Workshop Engagement	10%
<i>Total</i>	<hr/> 100%

Policy regarding late work: Argument essays are due at the beginning of class on the dates noted in this syllabus (we will give you specific instruction for how to submit your essay later). An essay will be marked down a half letter grade (five points) if it is late and then five points for every additional day it is late.

DOCUMENT WORKSHOPS

Document Workshops are a critical part of a large lecture course. They are where you have your best opportunity to do the work of a historian. You can miss one Document Workshop with no penalty, but if you miss more than one Document Workshop without reasonable explanation, your course grade will be negatively affected. As the name implies, the point of the Document Workshop is to “work” and engage with the documents. Therefore, it is **mandatory that you have the document with you** for reference and discussion.

To help you prepare for document workshop, listed among the readings for that day is a **Guiding Question** for you to consider as you do the readings. We will invariably explore multiple themes, ideas, and questions in every document workshop—and we will want to hear what you find especially interesting—but at the very least, you should be prepared to answer our particular “guiding question” before you arrive at your document workshop.

Here is the general **grading rubric** for document workshops:

- If you attend *every* document workshop, *always* bring the assigned documents for reference, and speak every once in a while, it will be hard for you to get below a “**C**” for your document workshop grade.
- If you attend *every* document workshop, *always* bring the assigned documents for reference, and speak regularly, it will be hard for you to get below a “**B**” for your document workshop grade.
- If you attend *every* document workshop, *always* bring the assigned documents for reference, speak often, and provide comments that demonstrate that you have spent time thinking about the assigned readings and what they can illuminate about American history—in other words, are you one of the people your TA came to depend upon at each meeting—you will likely be in the “**A** range” for your document workshop grade.

If you ever want to know how you are doing in your document workshops, visit your Teaching Assistant during their office hours—they will be happy to discuss this with you.

GRADING SCALE

We will keep your grades on the Sakai Gradebook. At the end of the semester you will have a numerical score between 0-100. That number will be translated into a letter grade. Here is the grading scale:

100-93: A	89-87: B+	79-77: C+	69-67: D+
92-90: A-	86-83: B	76-73: C	66-60 D
	82-80: B-	72-70: C-	below 60: F

All final grades will be “rounded up” half a percentage point. In other words, if your final mark is 92.50 it will rounded up to a 93 and, thus, an A (a 92.49 would still be an A-)

HONOR AND COURTEOUSY

THE HONOR CODE: It shall be the responsibility of every student at the University of North Carolina at Chapel Hill to obey and to support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student, or academic personnel acting in an official capacity.

PLAGIARISM: If the grader of your essay suspects plagiarism and I concur, I will report you to the Honor Court and then I will contact you. All suspected cases of plagiarism are immediately sent to the Honor Court.

THE CAMPUS CODE: It shall be the further responsibility of every student to abide by the Campus Code and conduct oneself so as not to impair the welfare or the educational opportunities of others in the University.

BEING COURTEOUS TO YOU. I will work hard to challenge you this semester and make every lecture as interesting as possible. I am also committed to living up to the regulations and standards presented in this syllabus, *but please note that the instructor reserves the right to make changes to the syllabus, including project due dates and test dates.*

LAPTOP COMPUTERS

PLEASE only use your laptop for notetaking and accessing course documents when in class. Using your laptop for shoe-shopping, sports-watching, social media-browsing, and other personal tasks is distracting and rude to those around you. I will do my best to remind you at the start of each class to turn off your internet in order to better avoid absent-mindedly doing these things. Thank you for your consideration and help with this. *Note:* I reserve the right to change this policy if laptop usage becomes disruptive.

If you callously transgress this rule, may you NEVER make another laptop as long as you live.

SUPPORT SERVICES

We want this course to be accessible for everyone, so please let us know if we you encounter any issues. UNC-CH facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities. Accommodations are determined through the **Office of Accessibility Resources and Service** (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: <https://ars.unc.edu> or email ars@unc.edu.

CAPS (Counseling and Psychological Services) is committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of **Title IX Compliance** (Adrienne Allison – Adrienne.allison@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu. *Please consider me your ally, as well. If you have been confronted by any of these modes of violence and need to talk to someone, I am here to help.*

ACADEMIC SUPPORT SERVICES

The College of Arts and Sciences has several support programs to assist students. Accessibility Services provides individual support to students with diagnosed learning disabilities. The Learning Skills Center offers free instruction in a variety of academic learning strategies (<http://learningcenter.unc.edu/>). The Writing Center, which fills up quickly, provides free tutorial services (<http://www.unc.edu/depts/wcweb/about.html>).

OFFICE HOURS AND CONTACTING ME

I am glad you are in this class and I want you to do well. One of the best ways of doing so is to come and ask questions or just chat with me during office hours. We can talk about basketball, we can talk about American history, or we can talk about both. I genuinely enjoy meeting students and learning from and about them. If you cannot make my office hours (they are listed on the front page of this syllabus) please contact me and we will arrange an alternate meeting time.



*WNBA Players
(2020)*

COURSE SCHEDULE

10 January (Tue)

Introduction

12 January (Thu)

Invention of Basketball

Discuss: James Naismith, "Basket Ball," *The Triangle (YMCA Newsletter)* (January 15, 1892).

17 January (Tue)

Black and White Game

Discuss: Edwin Bancroft Henderson, "The Negro Athlete and Race Prejudice," *Opportunity* (March 1936): 77-79.

Read: Bob Kuska, "In the Beginning," from *Hot Potato: How Washington and New York Gave Birth to Black Basketball and Changed the Game Forever* (Charlottesville: University of Virginia Press, 2004), 1-21.

19 January (Thu)

Up in Harlem

Discuss: Alain Locke, "Enter the New Negro," *Survey Graphic* (March 1925).

Read: Nelson George, "Running Rens," in *Elevating the Game: Black Men and Basketball* (Lincoln: University of Nebraska Press, 1992), 33-40.

Quiz #1 opens on Sakai Friday 20 January at 12:00 noon

24 January (Tue) Myth(s) of Race

Discuss: Ralph Ellison, *Invisible Man* (New York: Vintage, 1980; originally published 1947), 15-33.

24 – 26 January (Tue – Thu) Document Workshops – Basketball in Black and White

Discuss: Elgin Baylor, “Rabbit,” in *Hang Time: My Life in Basketball* (Boston and New York: Houghton Mifflin Harcourt, 2018), 6-30.

Discuss: Paul Wice, “Safe Haven: A Memoir of Playground Basketball and Desegregation,” *Washington History* 9 (3) (Fall/Winter, 1997/1998): 54-71.

Watch: *Bernie and Ernie* (ESPN Films) (2013).

Guiding Question: Some of our first document workshop meeting will be spent with introductions, but we also want to have a substantive discussion about race and basketball. Please read the two autobiographical excerpts from Egin Baylor and Paul Wice about growing up and playing basketball in Washington D.C. What is similar about their experiences? What is different? Also, please watch the ESPN documentary, *Bernie and Ernie* and ask yourself the same questions—how are the experiences of Bernie (Bernard King) and Ernie (Grunfeld) similar and how are they different? What might account for the differences?

26 January (Thu) Globetrotters

Optional Read: John Edgar Wideman, “Who Invented the Jump Shot (A Fable),” in *Hoop Roots: Basketball, Race, and Love* (Boston and New York: Houghton Mifflin, 2001), 135-159.

31 January (Tue) Early Women’s Game

Read: Rita Liberti, “We Were Ladies, We Just Played Like Boys’: African American Womanhood and Competitive Basketball, 1928-1942,” *Journal of Sport History* 66 (3) (Fall 1999): 567-584.

Optional Read: Douglas Bauer, “Girls Win, Boys Lose,” *Sports Illustrated* (March 6, 1978).

31 Jan – 2 Feb (Tue – Thu) Document Workshops – Basketball Tricksters

Discuss: Marshall Smith, “Goose Tatum: Basketball’s Court Jester,” *Life* (March 9, 1953).

Discuss: Bill Banks, “A Tradition Goes On: Globetrotter Appeal,” *Atlanta Constitution* (January 18, 1982).

Discuss: Yuval Taylor and Jake Austen, “Racial Pixies: How Dave Chapelle Got Bamboozled by the Black Minstrel Tradition,” in *Darkest America: Black Minstrelsy From Slavery to Hip-Hop* (New York: Norton, 2012), 1-22.

Watch: ABC’s *Wide World of Sports*, “The Harlem Globetrotters in Sierra Vista (AZ)” (1978).

Guiding Question: In this week’s document workshop we will build off our 26 January lecture, “Globetrotters.” Read the two popular accounts of the Harlem Globetrotters from *Life* magazine and the *Atlanta Constitution*, as well as the Taylor and Austen essay on “black minstrelsy.” Then watch the ABC *Wide World of Sports* coverage of the Harlem Globetrotters from 1978. We will explore many aspects of the Globetrotters, but your guiding question, simply, and bluntly, is this—are the Harlem Globetrotters racist?

2 February (Thu) The Association

Quiz #2 opens on Sakai Friday 3 February at 12:00 noon

7 February (Tue) The Rivalry (Russ)

Read: Gilbert Rogin, “We Are Grown Men Playing a Child’s Game,” *Sports Illustrated* (November 18, 1963).

9 February (Thu) The Rivalry (Wilt)

Read: Gary M. Pomerantz, “The Rise of the Dipper,” in *Wilt 1962: The Night of 100 Points and the Dawn of a New Era* (New York: Three Rivers Press, 2005), 41-55.

Optional Read: Bill Simmons, “Russell, Then Wilt,” in *The Big Book of Basketball: The NBA According to the Sports Guy* (New York: Ballantine, 2009), 57-83.

14 February (Tue) NO CLASS—WELLNESS DAY

16 February (Thu) Tar Heel Hoops

To Do: *First Argument Essay Due.*

Quiz #3 opens on Sakai Friday 17 February at 12:00 noon

21 February (Tue) Integrating Gymnasiums

21 – 23 February (Tue – Thu) Document Workshops – Game Changers

Discuss: Art Chansky, *Game Changers: Dean Smith, Charlie Scott, and the Era That Transformed a Southern College Town* (Chapel Hill and London: University of North Carolina Press, 2016) [entire].

To Do: After/while reading *Game Changers*, but *before* your document workshop this week, please visit the Carolina Basketball Museum on UNC’s campus (address below). Watch the introductory five-minute film and then spend about 30 minutes viewing the exhibits.

Please come to your document workshop ready to evaluate the museum in the context of information covered in our course and the assigned readings. How faithfully does the Carolina Basketball Museum tell the story of the racial history of the UNC Chapel Hill basketball program, paying particular attention to the story of Charles Scott and Dean Smith? A few specific questions to consider: How would you describe the overall message of the museum? Is it celebratory? Is it critical? What types of artifacts are in the museum? What “story” does the museum tell about race relations, in general,

and Charles Scott and Dean Smith, in particular? As a student of HIST 585, if you were given the opportunity to make changes to the Carolina Basketball Museum, what changes would you make?

Logistics: The Carolina Basketball Museum is located on the first floor of the Ernie Williamson Athletics Center, adjacent to the Dean Smith Center and Koury Natatorium on Skipper Bowles Drive. According to their website, their “normal museum hours” are Monday-Friday 10:00 a.m. to 4:00 p.m. and Saturday 9:00 a.m. to 1:00 p.m. (closed on Sundays). For additional museum information, go to: <https://goheels.com/news/2021/5/14/mens-basketball-carolina-basketball-museum-to-reopen-on-june-1.aspx>

Guiding Question: In document workshops this week we will keep it local and discuss race and basketball in Chapel Hill. As you read Art Chansky’s book, *Game Changers*, ask yourself the following questions—who (or what) is most responsible for the desegregation of the town of Chapel Hill, the desegregation of the UNC campus, and the desegregation of the UNC basketball program?

23 February (Thu) Alcindor and Revolt

Discuss: Jack Olsen, “In an Alien World,” *Sports Illustrated* (July 15, 1968).

28 February (Tue) Black Magic in the Garden

Discuss: Jeff Greenfield, “The Black and White Truth About Basketball,” *Esquire* (October 1, 1975).

Read: Woody Allen, “A Fan’s Notes on Earl Monroe,” *Sport* (November 1977) [excerpt].

2 March (Thu) The ABA

Read: Bethlehem Shoals, “Notes from the Underground: What the Hell was the ABA?” in *FreeDarko Presents: The Undisputed Guide to Pro Basketball History* (2010), 83-90.

Quiz #4 opens on Sakai Friday 3 March at 12:00 noon

7 March (Tue) The Dark Ages

Optional Read: David Halberstam, *The Breaks of the Game* (New York: Hyperion, 1981), 341-359.

7 – 9 March (Tue – Thu) Document Workshops – Hoop Dreams?

Watch: *Hoop Dreams* (1994).

Discuss: Arthur Ashe, “An Open Letter to Black Parents: Send Your Children to the Libraries” and Letters in Response, *New York Times* (February 6, 1977, and February 27, 1977).

Guiding Question: *Hoop Dreams* has been hailed as the most important sports documentary ever made. As you watch it, think back to our discussion of the “Hoop Dreams critique” from the “Myth(s) of Race” lecture (24 January) as well as

consider the argument offered by the tennis star and civil rights activist, Arthur Ashe,” in *The New York Times* in 1977. To what extent does the documentary support these critiques?

9 March (Thu) White Hopes

Read: Adam J. Criblez, “White Men Playing a Black Man’s Game: Basketball’s ‘Great White Hopes’ of the 1970s,” *Journal of Sport History* 42, no. 3 (Fall 2015): 371-381.

14 March (Tue) SPRING BREAK

16 March (Thu) SPRING BREAK

21 March (Tue) Basketball and Backlash

Read: Charles P. Pierce, “The Brother from Another Planet,” *Esquire* (February 1, 1992).

Optional Read: Chuck Klosterman, “33: Celtics v. Lakers,” in *Sex, Drugs, and Cocoa Puffs: A Low Culture Manifesto* (New York: Scribner, 2003), 97-107.

21 – 23 March (Tue – Thu) Document Workshops – *Black Planet*

Discuss: David Shields. *Black Planet: Facing Race during an NBA Season* (Lincoln and London: University of Nebraska Press, 1999) [entire].

Guiding Question: *Black Planet* is a weird and challenging and insightful (and controversial) book. It’s a basketball diary made up of a white author’s observations about race and racial interactions in the city of Seattle and in the NBA as he follows the progress of the Seattle Supersonics and, in particular, his favorite player, Gary Payton. Honestly, you may find this book fascinating, but you may hate it—I’ll be curious to hear! My two cents—I love this book because of its honesty. Please come to class having read the book and marked the sections you would like to discuss. And that’s your guiding question—which of the many interactions and observations that Shields makes do you find the most insightful, revealing, or maddening? Put another way—which of Shields’s observations resonated with you the most? Why?

A note: the players and coaches that Shields profiles would have been well known to NBA fans in the 1990s, but you may be unfamiliar with some of these individuals (and their race) so I have created a “Black Planet Photo Roster,” which you can find on the Sakai Resources page.)

23 March (Thu) Hoya Paranoia

Read: John Thompson, with Jesse Washington, “Patrick,” in *I Came as a Shadow: An Autobiography* (New York: Henry Holt, 2020), 143-160.

Quiz #5 opens on Sakai Friday 24 March at 12:00 noon

28 March (Tue) Air Jordan

To Do: *Second Argument Essay Due.*

Read: William Rhoden, "The River Jordan: The Dilemma of Neutrality," in *Forty Million Dollar Slaves: The Rise, Fall, and Redemption of the Black Athlete* (New York: Crown Publishers, 2006), 197-217.

28 – 30 March (Tue – Thu) Document Workshops – Basketball Biography Research Workshop

To Do: There is nothing to read or prepare for today. Please bring your laptop to document workshop as we will access the UNC library website and introduce you to the process of researching basketball history for your Basketball Biography Essay.

30 March (Thu) White Men Can't Jump?

Discuss: S. L. Price, "What Ever Happened to the White Athlete?" *Sports Illustrated* (December 8, 1997).

4 April (Tue) Getting Paid**6 April (Thu) NO CLASS—WELLNESS DAY****11 April (Tue) The Fab Five**

Watch: *The Fab Five* (ESPN Films) (2011).

13 April (Thu) Malice

Quiz #6 opens on Sakai Friday 14 April at 12:00 noon

18 April (Tue) She's Got Next**18 – 20 April (Tue – Thu) Document Workshops – The Answer**

Discuss: Larry Platt, *Only the Strong Survive: The Odyssey of Allen Iverson* (New York: ReganBooks, 2003) [entire].

Discuss: Thad Mumford, "Back Talk; The New Minstrel Show: Black Vaudeville with Statistics," *New York Times* (May 23, 2004).

Guiding Question: Please come to class having read the entirety of the Platt book about Allen Iverson, as well as the short Mumford op-ed. What do you think of Mumford's argument? Also, be prepared to relate what you read about Allen Iverson to at least one other story or theme from our course. We will spend some time connecting the dots between the story of Allen Iverson and the rest of our course material.

20 April (Thu) Basketball in the Age of Obama

Read: Barack Obama, "Origins," in *Dreams from My Father: A Story of Race and Inheritance* (New York: Three Rivers Press, 1995), 72-91.

25 April (Tue) Basketball in the Age of LeBron

To Do: *Basketball Biography Research Essay Due.*

Discuss: Kyle Korver, "Privileged" *The Players' Tribune* (April 8, 2019).

27 April (Thu) Basketball in the Bubble

Watch: *144* (ESPN Films) (2021).

Quiz #7 opens on Sakai Friday 28 April at 12:00 noon

8 May (Mon) FINAL EXAM (4:00 – 7:00 p.m.)



*James "Fly" Williams
Foster Park (NYC) (1973)*