Course and Contact Information

Instructor: Shirley H. M. Reekie, PhD
Office Location: SPX 173K
Telephone: (408) 924 3020 (but I respond faster to email)
Email: shirley.reekie@sjsu.edu
Office Hours: Tues/Thurs, before or after class by appointment, and by email
Class Days/Time: T/Th 9:00-10:15
Classroom: SPX 163
Prerequisites: KIN 70 or CCC equivalent; concurrent or any previous semester

Course Description
Historical survey of physical education and sport from primitive societies through classical and medieval periods to the 19th-20th century. Development of sport, physical education, and recreation in the U.S. and factors affecting their growth.

Department of Kinesiology Undergraduate Student Program Learning Outcomes

Upon successful completion of the degree, students will be able to:
• explain, identify, and/or demonstrate the theoretical and/or scientific principles that can be used to address issues or problems in the sub-disciplines in kinesiology
• effectively communicate in writing (clear, concise and coherent) on topics in kinesiology
• effectively communicate through an oral presentation (clear, concise and coherent) on topics in kinesiology
• utilize their experiences across a variety of health-related and skill-based activities to inform their scholarship and practice in the sub-disciplines in kinesiology
• identify and analyze social justice and equity issues related to kinesiology for diverse populations

Course Learning Outcomes
Upon successful completion of this course, students will be able to:
1. explain the significance of events in the history of sport/physical education/kinesiology/physical activity, place them in the context of their times, and identify their influences in our current era
2. display understanding of and insight into the customs and mores of various countries, including the effect they have had on the development, creation and cultural sustainability of sport and physical activity in the US
3. describe the contributions of leaders in kinesiology and sport/physical activity around the world
4. explain in detail how sport and physical culture developed in North America in general and at SJSU in particular
5. provide evidence of understanding the history, philosophy, ethical and socio-political significance of the Olympic Games (ancient and modern) and other sport and physical activity organizations
6. explain in detail the significance of the SJSU Kinesiology program and its pioneering history
7. evaluate how experiences in physical activity courses integrate with scholarship and practice in the history of kinesiology

Required Readings/Videos etc.

You are expected to complete the readings/activities BEFORE the relevant class so that you are able to participate fully in class discussion. Failure to complete these in advance of class has been the most common reason for failure in this class in past semesters; *success in this class is largely achieved through doing the readings and participating in class.*

Because you are not being asked to purchase a textbook for this class, you are expected to pay for admission to museum(s) and for renting/watching the videos. Total cost estimated to be less than $50.

Other Reading

Reekie, Shirley H. M. (2012). *Bean bags to bod pods: A history of 150 years of San José State University’s Department of Kinesiology.* Minneapolis: Mill City. ISBN: 139781937600884. (You DO NOT need to buy this; it will be sent to you electronically via email/Canvas.)

Library Liaison

Adriana Poo, adriana.poo@sjsu.edu (408) 808 2019. You are encouraged to make an appointment for help in finding primary sources for your paper as early as possible and certainly by 3 weeks before the due date of the first draft.

Course Requirements and Assignments

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Sports equipment analysis (see p. 8) (CLO 1,4)</td>
<td>5%</td>
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<tr>
<td>Movie review (see pp. 8-9) (CLO 1,2)</td>
<td>10%</td>
</tr>
<tr>
<td>Participation in class discussion (partly by clickers* and mostly in class conversation) (CLO 1-7)</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm in class (CLO 1)</td>
<td>20%</td>
</tr>
<tr>
<td>Local sport history paper (see pp. 9-11) (CLO 4,6)</td>
<td>25%</td>
</tr>
<tr>
<td>Final examination (CLO 1-7)</td>
<td>20% Requests for make up with documented reason to me by Sept 30th will be considered</td>
</tr>
</tbody>
</table>

* Any smart phone will work. If you do not have one, please let me know after the second class meeting.

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.”

Final Examination or Evaluation

Written final exam is Monday, December 16th, 7:15-9:30 AM. If you have a documented, valid reason why this time cannot work for you, please inform me before Sept. 30th.

Grading Information

A/A- = 100-90; B+/B/B-+ 89-80; C+/C/C-=79—70; D+/D/D-=69-60; F 59 and below
• Extra credit is not available unless specifically authorized
• Late work is not accepted without appropriate paperwork, and only for “serious and compelling reasons”

Classroom Protocol/Expectations
* I expect students to attend all classes and be on time; if you do not, you are responsible for determining what you missed. Do NOT ask me “Did I miss anything?” Of course you did! Once you have obtained that information from a fellow student, please let me know if anything is unclear and we will meet during my office hours
* I expect students to participate in class by both answering and, more importantly, asking good questions, and to treat all comments/views etc. with respect
* I expect students to have completed the assigned readings/other activities before class so that they are able to talk about the subject matter in an informed manner
* I expect students to have cell phones off their desks, with ringers off; other devices should only be used with relevance to this class; non-class related surfing the net etc. during class, in a disengaged manner, not only distracts you but also causes a distraction to others. You may be asked to leave the classroom if you do this repeatedly; however:
* I expect students to participate in in-class searches for information, so bring a device with you
* I hope students will come to this class with an open mind that history can be fun!!

University Policies
View University Policies at: http://www.sjsu.edu/gup/syllabusinfo/
This schedule is subject to change with fair notice that will be sent via email, if necessary. Be skeptical of some of these sites! We will discuss their credibility in class. *Italics mean you need to do something in advance of class, Highlighted means you need to obtain a movie in advance; red means an assignment is due. Green is a reminder to look on email/Canvas for the item.*

### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Assigned Preparation (things to be done BEFORE class are in italics, Deadlines)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PART ONE: CHRONOLOGICAL HISTORICAL APPROACH</strong></td>
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</tbody>
</table>

| p    | Aug 22  | Rosters; adds; questions. Meaning and value of history? Why might KIN 160 be of use to you in your profession and in life?  |

Wikipedia is only a start! Good history not only chronicles, but also explains and interprets.  
*Read Time article, Aug 20, 2018: Fake News; to be sent via email/Canvas*  
View surfboards:  
and try to account for the reasons for all changes. |

| 1    | Aug 27  | Physical activity origins. Physical activity for survival/pre-Greek societies.  
*Watch before class movie “The Clan of the Cave Bear”; how important was physical activity then? What types of physical activity were critical?* |

| 1    | Aug 29  | Group visit to Rosicrucian Museum; *buy $7 student ticket online beforehand* at [https://egyptianmuseum.org/admissions-hours](https://egyptianmuseum.org/admissions-hours)  
*Complete handout given out at museum and bring to next class.* |

| 2    | Sept 3  | Discuss visit to Rosicrucian Museum; *bring completed handout to class.*  
*Before class, read about ancient China or ancient India:*  
OR  
Ancient India: [https://www.slideshare.net/chaudharypawankumar/history-of-physical-education-in-india-pk-77690676](https://www.slideshare.net/chaudharypawankumar/history-of-physical-education-in-india-pk-77690676) and [https://www.academia.edu/21815198/ANCIENT_INDIAN_SPORTS_A_HISTORIC AL_ANALYSIS?auto=download](https://www.academia.edu/21815198/ANCIENT_INDIAN_SPORTS_A_HISTORICAL_ANALYSIS?auto=download) |

| 2    | Sept 5  | Ancient Greece/ancient Olympics; *explore beforehand:*  
[https://www.olympic.org/ancient-olympic-games](https://www.olympic.org/ancient-olympic-games) and  
[https://www.smithsonianmag.com/history/ancient-history-cheating-olympics-180960003/](https://www.smithsonianmag.com/history/ancient-history-cheating-olympics-180960003/) and  

| 3    | Sept 10 | Ancient Rome: *watch before class movie “Gladiator”*  
*Sports equipment review paper due.* |

| 3    | Sept 12 | Middle ages physical activity. *Review online of Bayeux tapestry:*  
*Explore court ball games of ancient mesoAmerica:* |
<table>
<thead>
<tr>
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</thead>
</table>
| 4    | Sept 17 | 19th century physical activity/gymnastics in Germany and Sweden. Read abstract at: [https://www.tandfonline.com/doi/pdf/10.1080/14610980312331271489?needAccess=true](https://www.tandfonline.com/doi/pdf/10.1080/14610980312331271489?needAccess=true) and then explore the internet on this topic.  
View this painting: [https://en.wikipedia.org/wiki/The_Fight_Between_Carnival_and_Lent#/media/File:Pieter_Bruegel_d._%C3%84._066.jpg](https://en.wikipedia.org/wiki/The_Fight_Between_Carnival_and_Lent#/media/File:Pieter_Bruegel_d._%C3%84._066.jpg) |
| 4    | Sept 19 | Development of 19th century physical activity/team sport in England. Read: [https://www.bbc.co.uk/history/british/victorians/sport_01.shtml](https://www.bbc.co.uk/history/british/victorians/sport_01.shtml) and listen to: [https://www.bbc.co.uk/sounds/play/b01bbcq](https://www.bbc.co.uk/sounds/play/b01bbcq) plus ONE other episode that interests you from this series. |
Written movie review assignment due. |
Written movie review assignment due. |
| 6    | Oct 3   | US sport/physical activity 1920s to present  
Read “The Case for and Against Intercollegiate Athletics for Women” (to be sent via email/Canvas)  
Read “Physical Education: An Academic Discipline” (to be sent via email/Canvas)  
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Oct 15</td>
<td>SJSU Kinesiology department</td>
<td>Read “Bean Bags to Bod Pods” assigned chapter (to be sent via email/Canvas)</td>
</tr>
<tr>
<td>8</td>
<td>Oct 17</td>
<td></td>
<td>Written midterm</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>PART TWO: THEMATIC HISTORICAL APPROACH</strong></td>
<td></td>
</tr>
</tbody>
</table>
Read: [https://ussporthistory.com/2015/05/11/the-religious-origins-of-sports-in-america/](https://ussporhis tory.com/2015/05/11/the-religious-origins-of-sports-in-america/)  
| 9    | Oct 24   | History of sport/PA and gender. | Listen to:  
[https://www.bbc.co.uk/programmes/b01blfjy](https://www.bbc.co.uk/programmes/b01blfjy)  
[https://www.bbc.co.uk/programmes/b01by8n7](https://www.bbc.co.uk/programmes/b01by8n7)  
[https://www.bbc.co.uk/programmes/b01cvr3s](https://www.bbc.co.uk/programmes/b01cvr3s)  
and [https://time.com/2912420/titleix-anniversary/](https://time.com/2912420/titleix-anniversary/) |
| 10   | Oct 29   | History of sport/PA and gender. | Watch first:  
[https://www.bing.com/videos/search?q=league+of+their+on&qft=+filterui%3amsite-youtube.com&view=detail&mid=5DF403AEEE7C68D278AE5DF403AEEE7C68D278AE&rvsmid=A5CBE594C7B135181B3FA5CBE594C7B135181B3F&FORM=VDQVAP](https://www.bing.com/videos/search?q=league+of+their+on&qft=+filterui%3amsite-youtube.com&view=detail&mid=5DF403AEEE7C68D278AE5DF403AEEE7C68D278AE&rvsmid=A5CBE594C7B135181B3FA5CBE594C7B135181B3F&FORM=VDQVAP)  
Watch before class movie “League of Their Own”  
Read: [https://www.womenshistory.org/articles/womens-sports-history](https://www.womenshistory.org/articles/womens-sports-history)  
Read: [https://projects.sfchronicle.com/2016/summer-of-women/](https://projects.sfchronicle.com/2016/summer-of-women/)  
Read: [https://www.olympic.org/women-in-sport/background/key-dates](https://www.olympic.org/women-in-sport/background/key-dates)  
Read: [https://www.pri.org/stories/2016-08-17/see-120-years-struggle-gender-equality-olympics](https://www.pri.org/stories/2016-08-17/see-120-years-struggle-gender-equality-olympics) |
| 11   | Nov 5    | History of sport/PA and politics/nationalism/nation-building. | History of Sport and Physical Culture in Republican China (partial); read [https://books.google.com/books?hl=en&lr=&id=bs1Qw7yv-DQC&oi=fnd&pg=PR9&dq=history+of+sport&ots=JkDWAYm1E5&sig=UhrkGDh21y-oHvF1ucByAlb_1o#v=onepage&q=history%20of%20sport&f=false](https://books.google.com/books?hl=en&lr=&id=bs1Qw7yv-DQC&oi=fnd&pg=PR9&dq=history+of+sport&ots=JkDWAYm1E5&sig=UhrkGDh21y-oHvF1ucByAlb_1o#v=onepage&q=history%20of%20sport&f=false)  
Indigenous sport history, read: [https://ecampusontario.pressbooks.pub/indigstudies/chapter/indigenous-sports/](https://ecampusontario.pressbooks.pub/indigstudies/chapter/indigenous-sports/) |
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<th>Topics, Assigned Preparation (things to be done BEFORE class are in italics, Deadlines)</th>
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</table>
| 12   | Nov 12 | History of sport/PA and race; visit to San Jose Museum of Art  
| 12   | Nov 14 | History of sport/PA and education (inc. sport for those with disability, fitness promotion, health/medicine  
| 13   | Nov 19 | History of sport/PA and education (inc. sport for those with disability, fitness promotion, health/medicine  
Read: [https://www.cdc.gov/nccdphp/sgr/intro2.htm](https://www.cdc.gov/nccdphp/sgr/intro2.htm)  
Read: [https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1294279/?page=1](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1294279/?page=1)  
| 13   | Nov 21 | History of sport/PA and media. Read (article is incomplete; read all of chapter 2 shown):  
[https://books.google.com/books?hl=en&lr=&id=d6HhgJDGXtQC&oi=fnd&pg=PA49&dq=history+of+us+sport+before+the+civil+war&ots=yjOl6MPTfk&sig=IPuY1qOtl-ve9NiU51uK2P5HZS0#v=onepage&q&f=false](https://books.google.com/books?hl=en&lr=&id=d6HhgJDGXtQC&oi=fnd&pg=PA49&dq=history+of+us+sport+before+the+civil+war&ots=yjOl6MPTfk&sig=IPuY1qOtl-ve9NiU51uK2P5HZS0#v=onepage&q&f=false)  
Read: [https://sportsandpr1.wordpress.com/2012/04/25/history-of-sports-media/](https://sportsandpr1.wordpress.com/2012/04/25/history-of-sports-media/)  
| 14   | Nov 26 | Student reports on term paper |
| 14   | Nov 28 | NO CLASS Thanksgiving |
| 15   | Dec 3  | Student reports on term paper |
| 15   | Dec 5  | Student reports on term paper; catch up and review |
| Final Exam | **Monday Dec 16** | 7:15-9:30 AM |
Instructions for sports equipment analysis (worth up to 5%)

Choose a sport with which you are familiar; select one piece of equipment that shows change over time, then describe and account for that change. You do not have to use references but they may help you earn a better grade. Think on the macro level: what changes in law, technology, rules, society etc. have caused the change over time in the piece of equipment chosen. Who made it happen, if known? What exactly was the change? When and where did the change(s) happen? Why has it changed? How has it changed?

The evaluation will be:

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptive changes explained</td>
<td>3%</td>
</tr>
<tr>
<td>Interpretive changes explained</td>
<td>1%</td>
</tr>
<tr>
<td>Writing</td>
<td>1%</td>
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</tbody>
</table>

Instructions for movie review (worth up to 15%)

Two students will both review one movie from the list below: (HPAS = history of physical activity, sport) Let me know your selection any time; the sooner you do, the more likely you are to get your first choice. Watch it together and discuss it before writing your review separately.

HPAS and religion

Chariots of Fire 1981 (Christian and Jewish British runners at 1924 Olympics)

HPAS and gender

Bend it Like Beckham 2003 (British girls and soccer football in 19X0s)
Love and Basketball 2000 (a man and woman try for NBA/WNBA c 19XX)
Million Dollar Baby 2004 (gender and class in boxing in 19XX)
Gracie 2007 (pre-Title IX implementation, a girl tries to play on boys’ soccer team 19XX)
Offside 2006 (Iranian girls disguise themselves as boys to watch soccer c 19XX)

HPAS and ethnicity/race

Race 2016 (Jesse Owens in 1936 Olympics)
Ali 2001 (the life story of boxer Muhammad Ali 19XX-20XX)
Remember the Titans 2000 (race integration in a southern HS town in 1971)
42 2013 (Jackie Robinson integrates modern baseball in 1940s)

HPAS and nationalism/politics/nation-building

Invictus 2009 (South African rugby and the ending of apartheid early 2000s)
True Blue 1996 (rowing at Oxford/Cambridge in 1980s)
Red Army 2015 (Soviet hockey in 1980s)
Miracle 2004 (US Olympic hockey team in 1980)

HPAS and education/class

The Pride of the Yankees 1942 (Lou Gehrig in 1930s baseball)
Hoop Dreams 1994 (HS basketball in 1980s)
The Greatest Game Ever Played 2005 (amateur/professional golf in 1913)
Dogtown and Z-Boys 2001 (surfing/skateboarding in 1970s)

HPAS and media coverage

Harvard Beats Yale 29-29 2008 (Ivy League college football in 1968)
Eight Men Out 1988 (the throwing of the 1919 World Series)
Select and watch ONE of the movies in this list. Then, in one short paragraph of not more than half a page, give the outline of the movie’s plot. Do not write more than that. Next, in a series a paragraphs with each of the following *italicized* headings, explain:

- **historical accuracy** (if it deviates from reality, explain how, and speculate on why)
- what you notice regarding *differences from today* with respect to equipment, styles of play, clothing, the athletes themselves, other? and explain the differences
- ways in which *technology* has changed
- comment on anything you see that relates to *religion, gender, race, politics, education and media*

You should list any references you use in your writing (not merely listed at the end which will earn you no additional points), which—if appropriate—will earn you additional points.

The evaluation will be:

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>paragraph on plot content</td>
<td>3%</td>
</tr>
<tr>
<td>differences from today</td>
<td>2%</td>
</tr>
<tr>
<td>technology</td>
<td>2%</td>
</tr>
<tr>
<td>religion/gender/race/politics/education/media</td>
<td>2%</td>
</tr>
<tr>
<td>writing</td>
<td>1%</td>
</tr>
<tr>
<td>bonus point(s) for use of relevant, good references</td>
<td>3%</td>
</tr>
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</table>

**Instructions for paper** (worth up to 25%)

**Local sport history paper**  You may choose any one of the three outlined here.

a. An account of a local sports institution of the 19th or 20th centuries; for example, the San Jose velodrome(s), the South Bay Yacht Club, the Oakland Women's Rowing Club, Santa Cruz surfing, a high school program, etc. (Do not choose a subject where the major part of the focus would be since 2000 because this is too recent to have much historical perspective; also do not choose a current professional sports team because there is already so much written on these.) The point is for you to do some original research first, possibly talk to people involved, and track down primary sources. You must also be aware of, and make reference to, what was happening in the US locally and nationally at the time that you are examining. For example, if looking at local women's industrial leagues, and their great increase around the early 1940's, mention that World War II meant more women in the workplace nationally, and hence the leagues.

b. Select someone aged over 60 who has clear memories of physical education, leisure activities, or sport from their youth in the US. You are to interview this person, and then write a report of what they covered (do not merely write out a transcribed version of their words). The information must be placed in the larger historical context of what was happening in the US at the time that was relevant. Before you conduct the interview, you should do background historical reading, which may help you ask good questions. Try to cover some of: sports and physical education in school (boys and girls), pick-up games and how they were organized, professional sports (as player, spectator, or radio fan), sports clothing/equipment, or publications. Tailor your questions to your subject—if he/she is an ex-professional athlete, it would make sense to concentrate on that. If you know your subject well, make a time to sit down without distractions/interruptions; if you do not know them, you'll need to take time to establish a rapport before you start asking specific questions. You may find it helpful to record the interview, but be certain to ask permission for this beforehand.
c. Choose an aspect of San Jose State's history with respect to the physical education program, the department, athletics, recreation, or dance. Physical Education classes began here in the 1860s and you could look at facilities, class offerings and the curriculum, the baseball team--something that interests you. Whatever you select, first state clearly the subject and timeline you will investigate (e.g. "The growth of the men's program within the combined department and the need for separation, 1927-1977"). Present your information chronologically. A good place to start would be Special Collections. Check for Special Collections hours: https://library.sjsu.edu/sjsu-special-collections/sjsu-special-collections-and-archives Place what happened at SJSU in the context of relevant US history. (Note: Zidnack has compiled an index of the Spartan Daily and sports. Do NOT quote Zidnack as a source; go to the original.) May also be relevant to use Bean Bags to Bod Pods.

Decide on your subject by doing some initial original research, and establish the start/end dates and major highlights. Next, research the context, i.e. what of relevance was going on in the community/state/nation/world. This will involve you doing some general historical reading after you do some primary source research. You should use a minimum of 10 sources (each of which is referred to in the text) and no more than 5 refs may be URLs. Real historians have dust on their fingers :)

References


Within your essay, the above would appear as:
...according to Arbena (1991), Mexican players were... or:
...gave the chance to display their ability (Rader, 1990).

A direct quotation should be saved for the few times when keeping the original wording is important...
"By 1923, only three states were without state-wide interscholastic competitions" (Rader, 1990, p. 225).
or:
"I felt very foolish wearing the bloomers and was glad the boys never saw us" (M. R. Weston, personal communication, October 23, 1995).

Any time you write down the exact words, or the ideas, of another, you must give credit to the source. Not to do so is to commit plagiarism. If in doubt, give the source. Everything not cited can be assumed to be your ideas and thoughts and words. Not citing references has been the main reason for low grades in the past. Plagiarism may be grounds for failure. PROOF READ by reading it out aloud AND take it to the SJSU Writing Center for input. See http://www.sjsu.edu/writingcenter/

The evaluation will be:

<table>
<thead>
<tr>
<th>Evaluation</th>
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</tr>
</thead>
<tbody>
<tr>
<td>main subject--continuity and depth</td>
<td>10%</td>
</tr>
<tr>
<td>relevant community/state/nation/world context</td>
<td>5%</td>
</tr>
<tr>
<td>10+ sources cited in essay; at least 5 are primary</td>
<td>5%</td>
</tr>
<tr>
<td>writing (grammar, punctuation, etc.)</td>
<td>5%</td>
</tr>
</tbody>
</table>

Papers will not be accepted late, except in cases of emergency, with documentation.
Checklist: Be certain (a) you have selected a local topic; (b) you have used mostly primary sources; (c) you have placed the local description within the relevant local and national social history context; (d) you have listed all your references; (e) you have cited each reference in your essay; (f) you have proofread every letter; (g) you have included sufficient information to do justice to your subject; (h) your title accurately describes your topic—do NOT put “KIN 160 sport history paper,” which tells me nothing of the content.

The assignment must be typed (double spaced, no larger than 14 pt size), and must contain references within the text to sources that you used. Primary/scholarly sources earn more points than secondary. Sources must be used within the text, not merely listed at the end. As in any paper, back up points you make with examples, argue your case logically, and write with care. Read sport history journals to see how you should write! Finding good references is the most important, and time-consuming, part of historical research. Referencing is covered fully in KIN 100W, which you should have taken, or be taking now. All retrievable sources must be listed, so that any reader of your paper may refer to them. Non-retrievable sources, such as interviews, must appear in a different manner. A brief guide to APA format is given above.

FACTS EARN POINTS! PRIMARY SOURCES EARN POINTS!!