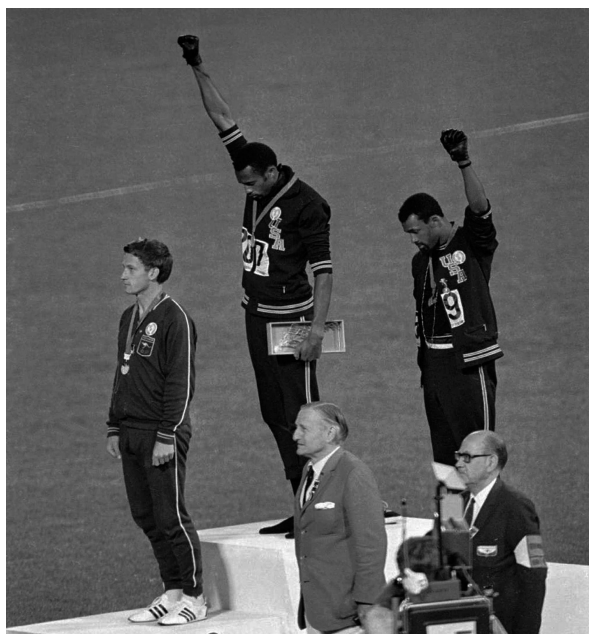


HISTORY 249
SPORT, RECREATION, & SOCIETY IN THE UNITED STATES
Spring 2016



Lecture: 4:00-5:15 PM – Tuesday & Thursday

Lecture Location: Humanities 2650

Professor: Samuel Gale
E-Mail: segale@wisc.edu
Office Hours: Tuesday & Thursday, 2:00-3:00 PM (or by appointment)

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Teaching Assistant: Rebecca Fine
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Office Hours: Monday, 10 AM-Noon

COURSE OVERVIEW AND GOALS

Sports, for most Americans, factor into their everyday lives, whether it's through playing, or watching games. Yet, as much as we often view sports as a form of entertainment that distracts us from reality, issues such as conflict between players and team owners, contentious debate over public financing for new stadiums, the lack of racial diversity throughout professional sports rosters, and the rising concern over the violent repercussions of sports, both on and off the field, demonstrates that we cannot separate sports from major social, political, economic and racial issues. This course, thus, will illuminate how the rise and growth of sports since the Civil War has reflected and shaped broader trends in American social, racial, economic, and political history. Students will engage in difficult, and at times contentious, debates about popular sports' relationship to American capitalism, liberalism, urban development, and racial, gender, and social movements. Finally, students will wrestle with the underlying issues of race, gender, class, and politics in relationship to sports since the Civil War. Above all, this course will spark newfound curiosity in students who will reevaluate many of the games they play and watch in the future.

To better understand how sports play a central role in shaping and reflecting these broader trends, students will read and engage with a variety of texts from both historians and the actors who debated the issues we will discuss in real-time. Through these readings, documentary films, informative lectures, and engaging in-class discussions, students should be able to demonstrate how and why major social, economic, racial, and political changes have occurred in American sports history during the past 150 years.

REQUIRED READING

- Warren Goldstein, *Playing for Keeps: A History of Early Baseball*, 2nd Edition, Ithaca, New York: Cornell University Press, 2009.
- Michael Lenehan, *Ramblers: Loyola Chicago 1963 – The Team That Changed the Color of College Basketball*, Evanston, Illinois: Agate Midway, 2013.
- Michael Oriard, *Bowled Over: Big-Time College Football from the Sixties to the BCS Era*, Chapel Hill, North Carolina: University of North Carolina Press, 2009.
- Steven Riess, *Major Problems in American Sports History*, 2nd Edition, Stamford, Connecticut: Cengage Learning, 2015.

In addition to these larger historical works, each week, students will also read a few primary documents from the era. These works are from the actors who shaped the events that historians subsequently analyzed. When reading these documents, students should pay attention to how these statements reflect broader social, economic, and political attitudes and how they challenge or complement larger conceptions of history. Students will also watch a few short films and documentaries as well. **These assigned readings/films are available as a course reader available for purchase through the Social Science Copy Center at Sewell Hall, Room 6120 and online through the Learn@UW page.**

GRADING, COURSE REQUIREMENTS, AND ESSENTIAL INFORMATION

Grading Breakdown

- 20%:** Class Attendance & Participation
- 20%:** Essay #1 (Due Week 9)
- 20%:** Essay #2 (Due Week 15)
- 20%:** Midterm (Week 7)
- 20%:** Final Exam (May 9, 2:45-4:45 PM)

Class Attendance & Participation (20%)

Students are required to attend EVERY scheduled class. Excused absences for illness, injuries and authorized college events, or other legitimate reasons, such as funerals, require documentation. You must also contact your teaching assistant AT LEAST 24 hours in advance of any absence. In order to achieve a full participation grade, you MUST come to each scheduled class having read the assigned material and be an active contributor to discussion. Simply attending will lead to a diminished grade. This grade may also include additional section-related assignments created by your teaching assistant at their discretion.

Essays (20% each)

All work must be handed in hard copy at the beginning of class the day it is due. Late work WILL result in automatic penalties and deductions. Assignments received late will be deducted one full letter grade for each day it is late. (Anything received after the official deadline is “one day” late. Anything submitted 24 hours after that point is “two days” late, etc.) **WE WILL NOT ACCEPT WORK VIA EMAIL.** All written assignments should be typed, double-spaced in 12 point, Times New Roman font, with 1-inch margins and printed single-sided. Any papers that deviate from this format will be docked **3 points** from their total score. Papers should be carefully edited, reviewed, and free of grammatical errors.

Exams (20% each)

The structure for the midterm and final exam will be identical. They will consist of a short essay, a longer essay, and a series of terms you must briefly identify. The final exam will NOT be cumulative, but rather will test you on material discussed after the midterm.

Classroom Environment

I, along with your teaching assistant, are committed to making this classroom a **safe space** for different attitudes, perspectives and considerations of the material we encounter. We need your active support – where you are courteous and respectful of your fellow students – in order for this to occur. We are going to disagree throughout this course; informed debate is what makes this course so valuable and exciting! But this means that students (and instructors) need to express themselves in a civil manner. It is essential that everyone be sensitive to issues of gender, race, class, age, class, ability, and religion. If any questions or concerns arise regarding issues of equity, diversity, and/or discrimination, do not hesitate to see me or the Dean of Students in the Division of Student Life (<http://www.students.wisc.edu/>). Information on official university policy concerning these issues is available through the UW-Madison Office of Equity and Diversity (<http://www.oed.wisc.edu/>).

Academic Honesty This is very straightforward, and you should be familiar with UW's policies on this subject. In essence, any work submitted that is supposed to be yours, is yours – not a group effort, plagiarism, or something cribbed off the net. If you are using thoughts from a book or article, they should be appropriately referenced or footnoted, likewise direct quotes. I advise you to err on the side of caution and cite your references. If you have questions about how to do this please see me or your teaching assistant. **Any student caught plagiarizing will receive a zero for the assignment or exam and will be reported for academic misconduct.**

E-Mail Policy

Please feel free to e-mail me throughout the semester with your questions, concerns, or ideas pertaining to the material. That said, *please do not e-mail me questions that can be answered by the syllabus or with minimal effort on your part.* (I won't answer them.) I will check my e-mail throughout the day and will do my very best to respond within 24 hours.

In-Class Use of Technology

Use of laptops, cell phones, tablets, or other electronic devices in lecture or discussion sections is strictly PROHIBITED* Numerous studies have shown that students who use electronic devices to take notes retain less information than those that do so by hand. More importantly, when used during lecture, electronic devices, without fail, ultimately serve to distract those around you. So please be courteous and respectful of the classroom environment we are trying to create by not using your electronic devices during class. If you insist on using your device, I or your teaching assistant will ask you to leave class immediately and your participation grade will suffer as a result.

** (Of course, accommodations will be made for students who require in-class use of electronic devices for reasons documented by the McBurney Center. Please see me within the first 2 weeks of the semester to arrange the appropriate course of action)*

Accommodations

For concerns related to accommodations for students with disabilities, please see me and/or visit the UW McBurney Disability Resource Center Site (<http://www.mcburney.wisc.edu>).

Grading Scale

| | | |
|----|---|-----------|
| A | = | 92.5-100 |
| AB | = | 87.5-92.4 |
| B | = | 82.5-87.4 |
| BC | = | 77.5-82.4 |
| C | = | 70-77.4 |
| D | = | 60-69 |
| F | = | Below 60 |

SCHEDULE AND ASSIGNMENTS

***Changes to the syllabus and lecture schedule may occur. It is the student's responsibility to remain informed to any announcements that may alter the syllabus. ***

Week 1, Jan. 19, 21, & 26 – American Sporting Culture to the Civil War

Reading due in sections Jan. 25 (Mon.) & 26 (Tues.)

Secondary Sources:

- Timothy Breen, "The Cultural Significance of Gambling Among the Gentry of Virginia," (in Riess, 36-43).
- Elliott Gorn, "The Social Significance of Gouging in the Southern Backcountry," (in Riess, 64-72).
- Warren Goldstein, *Playing for Keeps*, Prologue, Chapters 1-2.

Primary Sources:

- "King James I Identifies Lawful Sports in England, 1618" (in Riess, 27-29).
- "Restrictive Sabbath Statutes of Colonial Massachusetts" (in Riess, 29).
- "Horace Greeley Decries the Slaughter of Boxer Thomas McCoy, 1842" (in Riess, 55-58).
- "The *New York Herald* Reports on 'The Great Contest: Fashion v. Peytona,' 1845" (in Riess, 59-62).

Week 2, Jan. 28 & Feb. 2 – The Ideal Athlete: Sport, Class, & Manhood in 19th Century-U.S.

Reading due in sections Feb. 1 (Mon.) & 2 (Tues.)

Secondary Sources

- Warren Goldstein, *Playing for Keeps*, Chapters 3-5.

Primary Sources

- "Catharine Beecher Criticizes Women's Frailty and Recommends What Should be Done About It, 1855" (in Riess, 91-93).
- "The *Spirit of the Times* Examines the Founding of the New York Athletic Club, 1868" (in Riess, 98).
- "Coach Walter Camp on Sportsmanship, 1893," (in Riess, 120-122).
- "Henry Beach Needham Decries the Professionalization of College Athletes, 1905" (in Riess, 124-126).
- Theodore Roosevelt, "The Strenuous Life," Speech, April 10, 1899 (Course Reader/Available Online).

Week 3, Feb. 4 & 9 – Sports and the American City in at the Turn of the 20th Century

Reading due in sections Feb. 8 (Mon.) & 9 (Tues.)

Secondary Sources

- S.W. Pope, “Amateurism: The Invention of an Athletic Tradition,” in *Patriotic Games: Sporting Traditions in the American Imagination*, 18-34 (Course Reader/Available Online).
- Stephen Hardy, “Urbanization and the Rise of Sport” (in Riess, 8-14).
- Steven A. Riess, “Professional Sports and New York’s Tammany Machine, 1890-1920,” (in Riess, 164-173).
- Warren Goldstein, *Playing for Keeps*, Chapters 6-8, Epilogue.

Primary Sources

- “The *New York Times* Evaluates the Accessibility and Utility of Central Park, 1873-1875” (in Riess, 149-150).
- “The *New York Times* Lauds Baseball and Community Pride, 1888” (in Riess, 150-152).
- “The *New York Times* Considers Madison Square Garden as a Civic Institution, 1900” (in Riess, 152-153).
- “Mayor Quincy of Boston Supports Municipal Swimming Pools, 1898,” (in Riess, 153-155).

Week 4, Feb. 11 & 16 – Jack Johnson & Jim Crow – Race & Sport in the Early 20th Century

Reading due in sections Feb. 15 (Mon.) & 16 (Tues.)

Secondary Sources

- Gail Bederman, “Remaking Manhood Through Race and ‘Civilization’: The 1910 Jefferies-Johnson Fight and Its Impact,” (in Riess, 289-296).
- Rob Ruck, “Sport and Black Pittsburgh, 1900-1930,” in *Sandlot Seasons: Sport in Black Pittsburgh*, 8-39 (Course Reader/Available Online).

Primary Sources

- “The *Outlook*’s Dismay with Indian Sportsman Jim Thorpe and Forfeiture of his Olympic Medals,” (in Riess, 279-281).
- “Prejudice Against African-American Ballplayers in the St. Louis *Post-Dispatch*,” (in Riess, 281-282).
- “The Chicago Commission on Race Relations Examines Racial Contacts in Recreation in the Late 1910s,” (in Riess, 283-285).
- W. Montague Cobb (1936): “Is There a Connection Between Race and Speed?” (in Riess, 286-289).

Week 5, Feb. 18 & 23 – Gendered Play – Sport and Womanhood in the Early 20th Century

Reading due in sections Feb. 22 (Mon.) & 23 (Tues.)

Secondary Sources

- Susan Cahn, “Grass-Roots Growth and Sexual Sensation in the Flapper Era,” in *Coming on Strong: Gender and Sexuality in Twentieth-Century Women’s Sport*, 31-54 (Course Reader/Available Online).
- Rita Liberti, “Sport and Image Among African American College Women in the 1920s and 1930s,” (in Riess, 267-275).

Primary Sources

- “Anne O’Hagan Describes the Athletic American Girl, 1901” (in Riess, 248-251).
- “Senda Berenson Asserts the Value of Adapted Women’s Basketball, 1901” (in Riess, 251-254).
- “Dr. Dudley A. Sargent Asks, ‘Are Athletics Making Girls Masculine?’, 1912” (in Riess, 254-256).

Week 6, Feb. 25 & Mar. 1 – Olympic Dreams & Athletic Heroes – Sports as Big Business in the Early 20th Century

Reading due in sections Feb. 29 (Mon.) & Mar. 1 (Tues.)

Secondary Sources

- Guy Reel, “Richard Fox and the Modernization of the Squared Circle in the Late Nineteenth Century” (in Riess, 225-234).
- Dominic J. Capeci, Jr. and Martha Wilkerson, “Joe Louis, African American Hero and American Hero” (in Riess, 332-341).

Primary Sources

- “John Montgomery Ward Asks, ‘Is the Baseball Player a Chattel?’ ” (in Riess, 208-210).
- “Supreme Court Justice Oliver Wendell Homes, Jr., Explains Why Baseball Is Not Subject to Antitrust Laws, 1922” (in Riess, 215-216).
- “Babe Ruth, the New American Sports Hero” (in Riess, 318-320).

Week 7, Mar. 3 & 8 – New Deal, New Recreations – Sports During the Great Depression

***** In-class Midterm will be held during lecture Thursday, March 3*****

Reading due in sections Mar. 7 (Mon.) & 8 (Tues.)

Secondary Sources

- Susan Cayleff, “Babe Didrikson Zaharias: The ‘Texas Tomboy,’” (in Riess, 326-331).
- Brad Austin, “Protecting Athletics and the American War Defenses of Intercollegiate Athletics at Ohio State and Across the Big Ten During the Great Depression,” *Journal of Sport History*, 247-270 (Course Reader/Available Online).
- Begin reading Michael Lenehan, *Ramblers*, 1-48.

Week 8, Mar. 10 & 15 – Sports, War, and American Identity During World War II & the Early Cold War

Reading due in sections Mar. 14 (Mon.) & 15 (Tues.)

Secondary Sources

- Susan Cahn, “No Freaks, No Amazons, No Boyish Bobs: The All-American Girls Baseball League,” in *Coming on Strong*, 140-163 (Course Reader/Available Online).
- Lenehan, *Ramblers*, 49-130.
- Watch *A League of Their Own* (Available Online).

Primary Sources

- “Soldiers are Sports Minded,” *What the Soldier Thinks* (Course Reader/Available Online).
- Frank Young, “Major Leaguers Fail to Drop Color Bar,” *Chicago Defender* (Course Reader/Available Online).
- Robert M. Yoder, “Miss Casey at the Bat,” *Saturday Evening Post*, August 22, 1942 (Course Reader/Available Online).

Week 9, Mar. 17 & 29 – “Baseball’s Great Experiment” – Desegregation in Postwar U.S.

***** Essay #1 Due at the Beginning of Lecture Thursday, March 17 *****

Reading due in sections Mar. 28 (Mon.) & 29 (Tues.)

Secondary Sources

- Lenehan, *Ramblers*, 131-204.
- Thomas Smith, “Civil Rights on the Gridiron: The Kennedy Administration and the Desegregation of the Washington Redskins,” *Journal of Sport History*, 189-208 (Course Reader/Available Online).
- Jules Tygiel, “A Lone Negro in the Game: Jackie Robinson’s Rookie Season,” (in Riess, 384-390).

Primary Sources

- “Yankees President Larry McPhail’s Plan to Discourage the Integration of Baseball, 1946,” (in Riess, 380-381).
- “Jackie Robinson on the Struggles of his First Spring Training, 1946,” (in Riess, 381-384).

Week 10, Mar. 31 & Apr. 5 – California Bound – Sports Expansion in Suburban America

Reading due in sections Apr. 4 (Mon.) & 5 (Tues.)

Secondary Sources

- Finish Lenehan, *Ramblers*, 205-284.
- Randy Roberts and James Olson, “The Impact of Roone Arledge on Televised Sports,” *Winning is the Only Thing: Sports in American Society Since 1945*, 113-133 (Course Reader/Available Online).

- Watch *Chavez Ravine: A Los Angeles Story* (Available Online).

Primary Sources

- “Norris Poulson Reveals How Los Angeles Got the Brooklyn Dodgers in 1958” (in Riess, 409-412).

Week 11, Apr. 7 & 12 – Politics and Protest – Sports & Black Radicalism in the '60s & '70s

Reading due in sections Apr. 11 (Mon.) & 12 (Tues.)

Secondary Sources

- Begin reading Michael Oriard, *Bowled Over*, 1-125.

Primary Sources

- “The Thoughts of Muhammad Ali in Exile, c. 1967,” (in Riess, 384-385).
- “Harry Edwards Reviews the Making of the Black Athletic Revolt, 1967,” (in Riess, 385-386).

Week 12, Apr. 14 & 19 – “A Well Paid Slave” – Free Agency & Labor Activism

Reading due in sections Apr. 18 (Mon.) & 19 (Tues.)

Secondary Sources

- Oriard, *Bowled Over*, 127-190.

Primary Sources

- “Justice Thurgood Marshall Dissents in the Curt Flood Case, 1972,” (in Riess, 412-413).
- “The Arbitrator’s Ruling in the Case of John A. Messersmith and David A. McNally and the Coming of Free Agency in 1975,” (in Riess, 413-417).
- Jim Murray, “Baseball—An Age of Innocence Bent on Destruction,” *Los Angeles Times*, April 6, 1972, p. E1 (Course Reader/Available Online).
- Robert Lipsyte, “Revolt of the Gladiators,” *New York Times*, January 5, 1970, p. 52 (Course Reader/Available Online).

Week 13, Apr. 21 & 26 – Gendered Play Pt. 2: Sports, Sexuality, and 2nd Wave Feminism

Reading due in sections Apr. 25 (Mon.) & 26 (Tues.)

Secondary Sources

- Ronald Smith, “Title IX and Government Reform in Women Athletics,” (in Riess, 368-376).
- Caroline Symons, *The Gay Games: A History*, 1-37 (Course Reader/Available Online).
- Watch *American Masters: Billie Jean King* (Available Online).

Primary Sources

- “Billie Jean King Remembers Life as an Outsider in the 1950s and 1960s” (in Riess, 347-351).
- “Baylor University Athletic Director Grant Teaff Criticized the Impact of Title IX on Intercollegiate Football, 1993,” (in Riess, 355-357).
- “Brown University Sued for Violating Title IX, 1996,” (in Riess, 357-359).

- Attorney Ellen J. Vargyas Analyzes the Inadequacies of Title IX, 1992” (Course Reader/Available Online).

Week 14, Apr. 28 & May 3. – Private Business, Public Good? – Sports as Big Business in the 21st Century

Reading due in sections May 2 (Mon.) & 3 (Tues.)

Secondary Sources

- Finish Oriard, *Bowled Over*, 191-281.
- Michael Oriard, “The NFL as Big Business,” (in Riess, 435-443).
- Steven A. Reiss, “Major League Franchises, Ballparks, and Public Policy” (in Riess, 443-453).

Primary Sources

- “Congressmen Dennis Kucinich on the Failure of Stadiums and Arenas to Positively Impact Their City’s Economy, 2007,” (in Riess, 423-424).
- “The Value of Major League Sports Franchises, 2000-2012,” (in Riess, 425).
- “Bucks’ Owners Win, at Wisconsin’s Expense,” *New York Times*, August 14, 2015 (Course Reader/Available Online).

Week 15, May 5 – Sports in the 21st Century – Reflections on a Century of Sports in America

***** *Essay #2 Due at the Beginning of Lecture Thursday, May 5* *****

(Please read the following for an in-class discussion during the final day of class):

Secondary Sources

- Louisa Thomas, “The Boxer and the Batterer,” *Grantland*, April 28, 2015 (Course Reader/Available Online).
- Louisa Thomas, “Together We Make Football,” *Grantland*, September 17, 2014 (Course Reader/Available Online).

Primary Sources

- “Why NBA Center Jason Collins is Coming Out Now,” *Sports Illustrated*, April 29, 2013 (Course Reader/Available Online).