
SPORT AND THE BUILT ENVIRONMENT

ADVANCED SEMINAR IN HISTORY (HISTORY 608)—ASST. PROF. SEAN DINCES DEPARTMENT OF HISTORY, UW-MADISON—SPRING 2014

LOGISTICS

Seminar Meetings: Mondays, 3:30-5:30 PM, 5245 Mosse Humanities

Prof. Dinces's contact information:

- Office number: 5118 Mosse Humanities
- Office phone: (608) 263-1850
- E-mail: dinces@wisc.edu

Office hours: Wednesday, 2-4 PM (or by appointment)

DESCRIPTION

Today it's cliché for fans, journalists, and scholars alike to marvel at the "globalization" of the sports industry. Given the rapid expansion of internationally televised contests and the proliferation of carefully branded athletic celebrities, it can be easy to forget that the games we watch and play have historically been—and continue to be—firmly grounded in the cities where they are produced. For well over a century, both spectator and participant sports have been at the center of urban transformation and growth, whether as part of processes of immigrant "assimilation," the cultivation of civic identities, or the physical re-making of neighborhoods through increasingly massive stadium developments. In this seminar, we will ask: how has sport shaped and been shaped by the process of modern city- and community-building? The first eight weeks of the semester will involve three parallel endeavors: 1) reading and analysis of relevant secondary source material, 2) an introduction to the nuts and bolts of doing original historical research, 3) identification of research topics and source materials. The remainder will be devoted to drafting and refining research papers.

OBJECTIVES

Students in this course will:

- ✓ Become familiar with a cross-section of existing research dealing with the intersection of urban history and sports history.
- ✓ Learn (or review) the meaning of "historiography" and its relevance to producing original research.
- ✓ Learn methods for identifying and evaluating primary source material.
- ✓ Develop a systematic approach to writing a research paper that makes an original contribution to the field.

COURSE TEXTS*

REQUIRED

Graff, Gerald and Cathy Birkenstein. *They Say/I Say: The Moves that Matter in Academic Writing*. 2nd ed. New York, NY: W.W. Norton, 2012.

Maurius, Richard and Melvin Page. *A Short Guide to Writing About History*. 7th ed. New York, NY: Pearson Longman, 2009.

HIST600-008 Reader (available at Bob's Copy, 208 N. Charter Street).

RECOMMENDED

Lasch, Christopher. *Plain Style: A Guide to Written English*. Philadelphia, PA: University of Pennsylvania Press, 2002.

Riess, Steven. *City Games: The Evolution of American Urban Society and the Rise of Sports*. Urbana, IL: University of Illinois Press, 1989.

Strunk, William Jr., E.B. White, and Roger Angell. *The Elements of Style*. 4th ed. New York, NY: Longman, 1999.

Turabian, Kate. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 8th ed. Chicago, IL: University of Chicago Press, 2013.

RELEVANT (NON-ACADEMIC) WEB CONTENT

Chicago Sport and Society (<http://www.chicagosportandsociety.com/>)

Field of Schemes (<http://www.fieldofschemes.com/>)

* Required texts are available for purchase at the UW Bookstore, and on 3-hour reserve at College Library.

REQUIREMENTS Satisfactory completion of this course is contingent upon the completion/submission of all of the following requirements (further details will be provided in class):

- ✓ **Entrance and Exit Surveys-** In weeks 1 and 14 you will receive an online survey (non-graded) from the history department.
- ✓ **Attendance of “Introduction to Historical Research” Session with Lisa Saywell-** Lisa Saywell, History Librarian at Memorial Library, generously offers special evening sessions which will familiarize you with strategies for identifying and accessing primary and secondary source material in both digital and hard-copy form. Schedules for the sessions will be published on the Memorial Library website. Attendance at one of the sessions is mandatory and part of your participation grade.
- ✓ **Article Project/Presentation-** You and a partner will take responsibility for dissecting the argument of an assigned scholarly article. Groups will present their findings in short presentations (no more than 5 minutes) in class in week 2.
- ✓ **Reading Responses-** In weeks 4-8, you will submit very brief reading responses—modeled on the article project—for each case study we cover in class. No more than eight sentences per case study (I will provide a template in class).
- ✓ **Annotated Bibliographies-** You will submit a secondary source bibliography (week 5) with at least eight sources, and a primary source bibliography (week 7) with your five best sources.
- ✓ **Book Review Presentation-** In week 5, you will make a 5-7 minute presentation discussing one of the book reviews that you used in the process of constructing your secondary source bibliography.
- ✓ **Outlines-** A preliminary outline (with provisional thesis statement) is due in week 6, and a detailed outline (with working introduction) is due in week 8.
- ✓ **Final Presentations-** In weeks 12 and 13, each student will make a 10-minute presentation on their polished drafts.
- ✓ **Draft Paper-** A polished draft (no more than 25 pages long with citations and bibliography) is due the week in which you present.
- ✓ **Final Paper-** Final drafts are due May 10th.
- ✓ **Participation-** Your success in this class depends on consistent attendance, timely completion of assignments, and active engagement with and contribution to in-class discussion. Peer feedback and review are essential components of the course; failure to participate fully will hold everyone back.

PAPER TOPICS

Most of the readings will cover the role of sport in city-building. However, your topics need not be limited narrowly to sport *within* the city. Any place-specific history of sport is an acceptable topic. For example, you might be interested in researching the local history of snowmobiling in Wisconsin, or of rural sporting clubs/organizations. There are plenty of directions to go in; don't feel as if you have to replicate the types of case studies we read in class.

GRADING

Grades will be determined using the following weights ("Participation" includes all non-graded assignments, including topic submissions and one-on-one consultations):

✓ Participation	25%
✓ Article Project and Reading Responses	5%
✓ Bibliographies and Book Review Presentation	10%
✓ Outlines	10%
✓ Final Presentation	10%
✓ Draft Paper	20%
✓ Final Paper	20%

POLICIES

Plagiarism will result in failure of the course and referral to the Dean of Students. If you are unsure about what constitutes plagiarism or have questions about a particular issue, you can always come to me for clarification. A good rule of thumb is to err on the side of caution when it comes to source citation and attribution. The following web sites have additional information on identifying and avoiding plagiarism:

- ✓ <http://www.plagiarism.org>
- ✓ http://writing.wisc.edu/Handbook/QPA_plagiarism.html

Late work will result in automatic deductions from your participation grade. For any assignment (regardless of weighting), each day of tardiness will result in a *one percentage point* deduction from your participation grade. Trust me, this will add up quickly! Anything submitted after the stated deadline is "one day" late. Anything submitted more than 24 hours after the stated deadline is "two days" late.

Attendance of class meetings is mandatory, and absence will be reflected in your participation grade. If a medical or personal emergency prevents you from coming to class, please bring it to my attention ASAP.

I am committed to making the classroom a **safe space** for different identities *and* perspectives. It can't happen, however, without your active support and self-reflection. Creating a safe space for learning involves

respect for other students' right to express their opinion free from interruption, ridicule, or other adverse consequences. Students (and instructors) should express opinions in a civil fashion and without aggressive repetition. Everyone's goal should be to participate in—but not dominate—the discussion. In this regard, it is crucial to be sensitive to gender, race, sexuality, age, class, and ability. 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/>).

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>).

You are welcome to and encouraged to supplement the feedback from class and individual consultations by taking advantage of the resources available through the Writing Center. For more information, see: <http://www.writing.wisc.edu/>.

SEMINAR SCHEDULE[†]

Week 1, January 27- Introductions, Course Objectives, and University Archives Visit

*****FIRST MEETING WILL TAKE PLACE IN STEENBOCK LIBRARY, ROOM 340****

Readings:

- ✦ Maurius and Page, Chapter 1.
- ⊙ Stephen Hardy, "The City and the Rise of Sport," in *How Boston Played: Sport, Recreation, and Community, 1865-1915* (Boston, MA: Northeastern University Press, 1982), 3-20.

Assignments Due:

- ✓ Meet in Steenbock 340 at 3:30 PM
- ✓ Complete online survey from history department before first class meeting.
- ✓ Before leaving class, sign up (w/a partner) to present on an article during the next class meeting.

[†] Readings with a ✦ next to them are from purchased course texts. Readings with a ⊙ next to them are contained in the course reader, available at Bob's Copy (see above). Readings are to be completed for the class meeting under which they are listed.

- ✓ Be prepared to ask questions of David Null, who has generously offered to meet with us for the second half of class to tell us about sports-related research materials at the University Archives (Steenbock Library).

Week 2, February 3- Overview of Sport and the American City/The Art of Historical Argument

Readings:

- ✦ Maurius and Page, pp. 69-74.
- ⊙ Steven Riess, "Introduction: Sport and the City," in *City Games: The Evolution of American Urban Society and the Rise of Sport* (Urbana, IL: University of Illinois Press, 1989), 1-9.
- ⊙ Elliott Gorn, "Doing Sports History [Review of Riess]," *Reviews in American History* 18, no. 1 (March 1990), 27-32.
- ⊙ **Assigned article (TBD).**

Assignments Due:

- ✓ After reading your assigned article, meet with your partner to discuss it. Together, write a response to each of these questions (no more than two sentences for each question):
 - What is/are the article's central argument(s).
 - Is the author explicitly responding to or adding to a previous argument made by someone else (*hint: if it's not obvious from the text, the footnotes might have additional clues.*)
 - What type of evidence does the author use to support his main argument(s)?
 - What is an especially convincing piece of evidence?
 - Can you detect any glaring problems or inconsistencies in the article?
- Submit one copy of your written responses via Learn@UW no later than 3:30 PM the day before class (February 2).
- ✓ In class, present your findings to your peers in no more than five minutes. If time permits, the presentations can include additional detail beyond your written responses.

Week 3, February 10- Archival Sources (Historical Society Visit) & Electronic Sources

Readings

- ✦ Maurius and Page, Chapter 4.

Assignments Due:

- ✓ Meet in entrance foyer of the Wisconsin State Historical Society.
- ✓ Spend a couple of hours exploring potential research topics using one or all of the following websites (URLs are provided under the Week 3 Module at Learn@UW):
 - *ArCat* (online catalog for the Wisconsin State Historical Society)

- *LA84 Foundation Digital Library Collection* (this site contains full texts of official reports from the Olympic Games as well as several sports-related magazines as far back as the late nineteenth century)
 - *Library of Congress Digital Collections: American History and Culture* (check out the “Sports & Recreation” section)
 - *ProQuest Historical Newspapers*
 - *Rodney Fort’s Sports Business Data* (extensive data on historical attendance figures, team financial data, players’ salaries, etc.)
 - *Statistical Abstracts of the United States* (provides information on attendance and spending at sporting events, as well as nationwide participation rates for various sports)
- ✓ Submit a short statement of tentative research topics that you are considering to Learn@UW no later than 3:30 PM on February 9. Be as specific as is realistic at this point, and make note of any relevant archives, special collections, or online resources that you have come across thus far. This can be 1-2 paragraphs.

Week 4, February 17- Sport and “Community”/Refining Research Topics

Readings:

- ◎ Linda Borish, “Jewish Women, Sports, and Chicago History,” in *Sport in Chicago*, ed. Elliott Gorn (Urbana, IL: University of Illinois Press, 2008), 62-77.
- ◎ Stephen Hardy, “Boston’s Search for Community,” in *How Boston Played: Sport, Recreation, and Community, 1865-1915* (Boston, MA: Northeastern University Press, 1982), 21-40.
- ◎ Warren Goldstein (1989), “The National Game,” in *Playing for Keeps: A History of Early Baseball*, 101-119.
- ◎ Rob Ruck, “Sport and Black Pittsburgh, 1900-1930,” in *Sandlot Seasons: Sport in Black Pittsburgh* (Urbana, IL: University of Illinois Press, 1987), 3-38.

Assignments Due:

- ✓ Submit refined research topic/question via Learn@UW no later than 3:30 PM on February 16.
- ✓ Individually, submit reading responses on Borish, Hardy, Goldstein, and Ruck to Learn@UW no later than 10 PM on February 16.
- ✓ Be prepared to provide a brief, informal presentation on your topic to your peers (3 minutes). Include a short description of the major primary sources you intend to analyze.
- ✓ Set up one-on-one meeting with me to discuss your refined research topics. YOU MUST meet with me at some point between the end of class on February 17 and close of business February 21.

Week 5, February 24- Spectatorship and Mass Participation/Assessing Secondary Sources

Readings:

- ✦ Maurius and Page, 102-109.
- ✦ Graff and Birkenstein, Introduction, Chapters 1 & 2.
- ⊙ George Kirsch, "Spectators," in *The Creation of American Team Sports* (Urbana, IL: University of Illinois Press, 1989), 179-200.
- ⊙ Roy Rosenzweig, "Middle-Class Parks and Working-Class Play: The Struggle Over Recreational Space in Worcester, Massachusetts, 1870-1910," *Radical History Review* 21 (Fall 1979): 31-46.
- ⊙ Jeff Wiltse, "'More Sensitive than Schools': The Struggle to Desegregate Municipal Swimming Pools," in *Contested Waters: A Social History of Swimming Pools in America* (Chapel Hill, NC: University of North Carolina Press, 2007), 154-180.
- ⊙ Anthony King, "The New Consumer Fans," in *The End of the Terraces: The Transformation of English Football in the 1990s* (London: Leicester University Press, 1998), 193-203.

Assignments Due:

- ✓ Submit a secondary source annotated bibliography with at least 8 sources via Learn@UW no later than 3:30 PM on February 23.
- ✓ Submit reading responses on Kirsch, Rosenzweig, Wiltse and King via Learn@UW no later than 10 PM on February 23.
- ✓ Use JSTOR to find a book review that discusses one of your secondary sources. Make a brief, 5-minute presentation to the class which summarizes the book review. Make sure to paraphrase the reviewer's summary of the argument, whether or not she/he highlights particular evidence, what she/he claims the book does well, and any criticisms offered.

Week 6, March 3- Boosterism and Growth/Constructing a Thesis

Readings:

- ✦ Graff and Birkenstein, Chapters 4 and 5.
- ✦ Maurius and Page, 110-114.
- ⊙ Barbara Keys, "Spreading Peace, Democracy, and Coca-Cola: Sport and American Cultural Expansion in the 1930s," *Diplomatic History* 28, no. 2 (2004): 165-196.
- ⊙ Glenn Gendzel, "Competitive Boosterism: How Milwaukee Lost the Braves," *The Business History Review* 69, no. 4 (Winter 1995): 530-566.
- ⊙ Kevin Delaney and Rick Eckstein, "Strategies for Building Private Stadiums With Public Dollars," in *Public Dollars, Private Stadiums: The Battle Over Building Sports Stadiums* (New Brunswick, NJ: Rutgers University Press,) 21-42.

Assignments Due:

- ✓ Submit a preliminary outline, including a tentative thesis statement, modeled on the one provided in Maurius and Page via Learn@UW by 3:30 PM on March 2. BE SURE you read the Graff and Birkenstein before crafting your thesis statement.
- ✓ Submit reading responses on Keys, Gendzel, and Delaney & Eckstein via Learn@UW no later than 10 PM on March 2.
- ✓ Be prepared to provide constructive feedback on your peers' outlines during the final segment of class.

Week 7, March 10- Political Economy of Stadium Development/Evaluating Primary Sources

Readings:

- ✦ Maurius and Page, Chapter 2.
- ⊙ Judith Grant Long, "Moving Towards Partnership: Public Participation in Financing Major League Sports Facilities," in *Public/Private Partnerships for Major League Sports Facilities* (New York, NY: Routledge, 2013), 32-46.
- ⊙ Robin Bachin, "Baseball Palace of the World: Commercial Recreation and the Building of Comiskey Park," in *Sport in Chicago*, Elliott Gorn, ed. (Urbana, IL: University of Illinois Press, 2008), 78-112.
- ⊙ Eric Avila, "Suburbanizing the City Center: The Dodgers Move West," in *Popular Culture in the Age of White Flight: Fear and Fantasy in Suburban Los Angeles* (Berkeley, CA: University of California Press, 2004), 145-184.
- ⊙ George Lipsitz, "Sports Stadia and Urban Development: A Tale of Three Cities," *Journal of Sport and Social Issues* 8, no. 2 (September 1984): 1-18.
- ⊙ Charles Euchner, "Sports Politics: Teams, Local Identity, and Urban Development," in *Playing the Field: Why Sports Teams Move and Cities Fight to Keep Them* (Baltimore, MD: Johns Hopkins University Press, 1993), 3-22.

Assignments Due

- ✓ Submit an annotated bibliography of your five best primary sources up to this point via Learn@UW no later than 3:30 PM on March 9.
- ✓ Submit reading responses on Bachin, Avila and Lipsitz via Learn@UW no later than 10 PM on March 9.
- ✓ Bring 15 copies of your best primary source (or key page from that primary source) and be ready to explain its relevance to your research topic and thesis. If you need assistance with copies, see me.

March 17- No Class (Spring Break)

Week 8, March 24- Stadiums and Neighborhoods/Introductions and Detailed Outlines

Readings:

- ⊙ John Logan and Harvey Molotch, *Urban Fortunes: The Political Economy of Place* (Berkeley, CA: University of California Press, 1987), 1-4, 99-116.
- ⊙ Alexander von Hoffman, "In the Rust Belt: Can the Ghetto Be Rebuilt?," in *House By House, Block by Block: The Rebirth of America's Urban Neighborhoods* (New York, NY: Oxford University Press, 2003), 111-114, 144-158.
- ⊙ Costas Spirou and Larry Bennett, "Redeveloping the Near West Side," in *It's Hardly Sportin': Stadiums, Neighborhoods, and the New Chicago* (DeKalb, IL: Northern Illinois University Press, 2003), 142-164.

Assignments Due

- ✓ Submit an introduction and detailed outline via Learn@UW by 10 PM on March 23. Format and outline requirements will be distributed in class on March 10.
- ✓ Submit reading responses on von Hoffman and Spirou/Bennett via Learn@UW no later than 10 PM on March 16.
- ✓ Be prepared to provide feedback on your peer's introductions/outlines.

Week 9, March 31- Writing and Drafting Strategies

Readings:

- ✦ Maurius and Page, 114-119, Chapter 7.
- ⊙ Christopher Lasch, "Characteristics of Bad Writing," in *The Plain Style: A Guide to Written English* (Philadelphia, PA: University of Pennsylvania Press, 2002), 75-92.

Assignments Due:

- ✓ Set up one-on-one meeting with me to discuss your refined research topics. YOU MUST meet with me at some point between the end of class on March 31 and close of business April 4.
- ✓ Be prepared to share your drafting strategies or to ask questions about particular issues you are having with organization.

Week 10, April 7- Check-Ins and Problem Resolution

Assignments Due:

- ✓ Write! Write! Write!
- ✓ See me individually if necessary.

Week 11, April 14- Check-Ins and Problem Resolution

Assignments Due:

- ✓ Write! Write! Write!
- ✓ See me individually if necessary.

Week 12, April 21- Presentations Round 1 (7 students) and Constructive Critique (7 students)

Assignments Due:

- ✓ Presenters will make 10 minute presentations of their drafts. Presenters must upload a polished paper draft (with footnotes and bibliography) via Learn@UW no later than FRIDAY, April 18th at 7 PM.
- ✓ Non-presenters will have to closely read the draft assigned to them over the weekend and come prepared to provide 3-5 minutes of constructive feedback.

Week 13, April 28- Presentations Round 2 (7 students) and Constructive Critique (7 students)

Assignments Due:

- ✓ Presenters will make 10 minute presentations of their drafts. Presenters must upload a polished paper draft (with footnotes and bibliography) via Learn@UW no later than FRIDAY, April 25th at 7 PM.
- ✓ Non-presenters will have to closely read the draft assigned to them over the weekend and come prepared to provide 3-5 minutes of constructive feedback.

Week 14, May 5- Wrap-up and Revision Check-ins

May 10- Final Submissions (no class)

Assignments Due:

- ✓ Submit your final drafts via Learn@UW by 7 PM.
- ✓ Complete department exit survey online.