

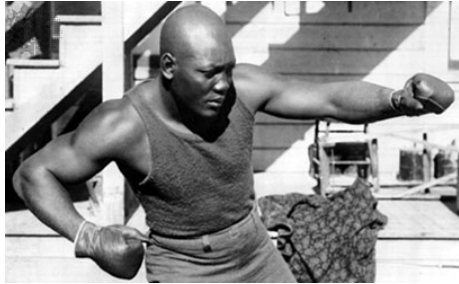
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# SPORT AND SOCIETY IN THE MODERN U.S.

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EXPLORATIONS IN AMERICAN HISTORY (HISTORY 221-002)—ASST. PROF. SEAN DINCES  
DEPARTMENT OF HISTORY, UW-MADISON—SPRING 2014

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## LOGISTICS

Lectures: Mon/Wed/Fri, 12:05-12:55 PM, Humanities 3650

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## DESCRIPTION

As much as we may try to convince ourselves that sport offers an escape from the “real world,” constant news of players’ strikes, stadium financing controversies, and the lack of diversity in league management remind us that we cannot separate the games we play and watch from the political, social, and cultural contexts in which they are embedded. With this in mind, this course explores how sport has shaped and been shaped by major trends in American social, cultural, political, and economic history. Students will engage with serious historical debates about sport’s relationship to American capitalism, liberalism, social movements, and urban development. Readings also provide exposure to often-overlooked perspectives on the politics of race, gender, and class in American sport in the twentieth century. Non-sports fans are welcome!

## OBJECTIVES

Students in this course will:

- ✓ Recall the key contexts, events, actors, decisions, and ideologies that drove the history of American sport in the late-nineteenth and twentieth centuries.
- ✓ Connect the history of American sport to the larger conflicts and contexts of interest to American historians. These include the struggle between capital and labor, movements for inclusion and equity, the transformation of the built environment, and the role of the United States abroad.
- ✓ Develop an appreciation of the relevance of these conflicts to the contemporary landscape of American sport.
- ✓ Learn to recognize and challenge overgeneralizations and unfounded assumptions that circulate widely within popular sports media.
- ✓ Receive an introduction to the analysis of a wide array of primary source material.

I want this class to be a rich experience for each and every student. While much of the material we examine in class will call into question basic assumptions about the relationship between sport and society, the goal is not to dampen your enthusiasm for playing and watching the games you love. Instead, my hope is that the course fosters a critical sensibility that helps you view these games in their historical and sociological context. I pledge to do my best to present engaging lectures, encourage thoughtful discussions, and assign interesting readings. In return, I expect that you come to class and section prepared, and that you accept the challenge of working through the difficult (and occasionally uncomfortable) questions that the course raises.

## COURSE TEXTS\*

### *Required*

Goldstein, Warren. *Playing for Keeps: A History of Early Baseball*. 2<sup>nd</sup> Ed. Ithaca, NY: Cornell University Press, 2009.

LaFeber, Walter. *Michael Jordan and the New Global Capitalism*. 2<sup>nd</sup> Ed. New York, NY: W.W. Norton, 2002.

Lenahan, Michael. *Ramblers: Loyola Chicago 1963- The Team That Changed the Color of College Basketball*. Evanston, IL: Agate Midway, 2013.

Riess, Steven. *Major Problems in American Sport History*. 1<sup>st</sup> Ed. Boston, MA: Houghton Mifflin, 1997.

### *Optional*

HIS221-02 Course Packet, available at Bob's Copy Shop (208 N Charter St).

**REQUIREMENTS** Satisfactory completion of this course is contingent upon the fulfillment of all of the following requirements (further details will be provided in class and section):

- ✓ **Participation-** Consistent attendance in lecture and discussion section is essential. Teaching assistants will take attendance at every section meeting. Moreover, satisfactory participation means more than showing up; it means getting involved actively, intelligently, and respectfully in section discussions. Absolutely no internet cruising or cell-phone use in lecture or section (repeat offenders will see it reflected in their participation grade).
- ✓ **Pop Quizzes-** There will be several unannounced quizzes in lecture. The format will typically be multiple choice (i.e. scantron). There are no make-up quizzes. Your lowest quiz grade will be dropped.
- ✓ **Midterms-** Two in-class midterm examinations—covering Units 1 and 2, respectively—will consist primarily of short answer and essay questions that will require you to draw from both assigned readings and lectures.

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\* All texts are available for purchase at the University Book Store, and available on course reserve for 3-hour checkout at College Library. A Course Packet with all non-textbook readings will be available for purchase at Bob's Copy Shop (200 N. Charter St.) no later than January 27<sup>th</sup>.

- ✓ **5-7 Page Paper-** As we near the end of Unit Three, I will distribute a set of two or three essay questions. You must respond to one of the questions (your choice) in a 5-7 page paper written outside of class.
- ✓ **Final Exam-** In terms of form, the final exam will be an extended version of the two midterms. However, it will be comprehensive. The final exam is scheduled for the evening of May 13<sup>th</sup>, 7:25 PM – 9:25 PM. Arrangements for alternative exams will be made **ONLY** for students with three exams scheduled for the 13<sup>th</sup>, or whose UW athletic team is scheduled to compete during that time. If this is the case, **YOU MUST** speak with me about the issue by the end of the second week of class (i.e. no later than January 31<sup>st</sup>)! Regarding this issue, see me directly.

## GRADING

Grades will be determined using the following weights:

✓ Participation	20%
✓ Pop-quizzes (lowest grade dropped)	10%
✓ Midterm #1	15%
✓ Midterm #2	15%
✓ 5-7 Page Paper	20%
✓ Final Exam	20%

“Participation” may include additional section-related assignments created by your teaching assistant at their discretion.

## 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](http://writing.wisc.edu/Handbook/QPA_plagiarism.html)

Late work **WILL** result in automatic penalizations. For any assignment (regardless of weighting), each day of tardiness will result in full letter-grade deduction. Anything submitted after the stated deadline is “one day” late. Anything submitted more than 24 hours after the stated deadline is “two days” late.

Your TAs and I are 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. In section, 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>).

**In-Class Use of Technology.** Use of laptops, cellphones, and other electronic/wired devices is not permitted in lecture and discussion section. It is a distraction for the instructors as well as for those sitting around you. Accommodations will be made for students who require in-class use of a laptop for reasons documented by McBurney (see me or your TA if this is an issue).

# LECTURE AND READING SCHEDULE<sup>†</sup>

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## INTRODUCTION

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### Week 1, January 22-24- Overview, Definitions, and Frameworks

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Multimedia:

- ⊙ Watch *Not Just a Game*<sup>‡</sup>

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### Week 2, January 27-31- American Sport to the Civil War

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Secondary Source Reading:

- ✓ Timothy Breen (1977), "The Cultural Significance of Gambling Among the Gentry of Virginia" (pp. 31-38).
- ✓ Elliott Gorn (1985), "The Social Significance of Gouging in the Southern Backcountry" (pp. 62-69).
- ⊙ David Wiggins (1997), "Isaac Murphy: Black Hero in Nineteenth-Century American Sport," in *Glory Bound: Black Athletes in a White America* (pp. 21-33).
- ✦ Warren Goldstein, *Playing for Keeps*, Prologue, Chapters 1 & 2 (pp. 1-42).

Primary Source Reading:

- ✓ "King James I Identifies Lawful Sports in England, 1618" (pp. 22-24).
- ✓ "Restrictive Sabbath Statutes of Colonial Massachusetts" (p. 24).
- ✓ "Horace Greeley Decries the Slaughter of Boxer Thomas McCoy, 1842" (pp. 54-56).
- ✓ "The *New York Herald* Reports on 'The Great Contest: Fashion v. Peytona,' 1845" (pp. 57-61).
- ✓ "Catharine Beecher Criticizes Women's Frailty and Recommends What Should be Done About It, 1855" (pp. 85-87).

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<sup>†</sup> Readings are due in section during the week listed. Readings with a ✓ next to them are from the *Major Problems* text (page numbers correspond to *Major Problems*, not the original source). Those with a ⊙ next to them can be obtained from Learn@UW or from the course packet available at Bob's Copy Shop. A ✦ indicates one of the outside texts other than *Major Problems*.

<sup>‡</sup> Multimedia assignments must be viewed outside of class by accessing the videos through Learn@UW.

## UNIT 1- Sport and the Rise of Industrial Capitalism, 1877-1932

### Week 3, February 3-7- Sport, Manhood, and Class in the Post-Bellum U.S.

#### Secondary Source Reading:

- ⊙ S.W. Pope (1997), "Amateurism: The Invention of an Athletic Tradition," *Patriotic Games: Sporting Traditions in the American Imagination* (pp. 18-34).
- ✓ Ted Vincent (1994), "Working-Class Runners in the Late Nineteenth Century" (pp. 198-204).
- ✓ Warren Goldstein, *Playing for Keeps*, Chapters 3-5 (pp. 43-100).

#### Primary Source Readings:

- ✓ "The *Spirit of the Times* Examines the Founding of the New York Athletic Club, 1868" (pp. 93-94).
- ✓ "Coach Walter Camp on Sportsmanship, 1893" (pp. 114-116).
- ✓ "Caspar Whitney Probes the Evolution of the Country Club, 1894" (pp. 170-173).
- ✓ "Henry Beach Needham Decries the Professionalization of College Athletes, 1905" (pp. 118-121).
- ✓ "Theodore Roosevelt Examines How Sport Makes Boys into Men, 1900" (pp. 246-247).

### Week 4, February 10-14- Sport, Consumption, and Profit at the Turn of the Century

#### Secondary Source Readings:

- ⊙ John Kasson (1978), *Amusing the Million: Coney Island at the Turn of the Century* (pp. 3-9, 29-36).
- ✓ Michael Isenberg (1988), "The Sullivan-Corbett Championship Fight of 1892 and the Modernization of Ring Promotion" (pp. 230-237).
- ✦ Warren Goldstein, *Playing for Keeps*, Chapters 6-8, Epilogue (pp. 101-155).

#### Primary Source Readings

- ✓ "John Montgomery Ward Asks, 'Is the Baseball Player a Chattel?' " (pp. 216-218).
- ✓ "Sears, Roebuck Catalogue Sports Equipment Advertisements, 1897" (p. 222).
- ✓ "René Bache Computes the Cost of a Day at the Races, 1906" (pp. 208-211).
  - ⊙ Use the information at the following website to estimate the cost in current \$:  
[http://www.minneapolisfed.org/community\\_education/teacher/calc/hist1800.cfm](http://www.minneapolisfed.org/community_education/teacher/calc/hist1800.cfm)
- ✓ "Supreme Court Justice Oliver Wendell Homes, Jr., Explains Why Baseball Is Not Subject to Antitrust Laws, 1922" (p. 221).
- ✓ "Grantland Rice on John L. Sullivan and Babe Ruth as Prowess Heroes, 1925" (pp. 317-319).

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## **Week 5, February 17-21- Sport and the Rise of the American City**

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### Secondary Source Readings:

- ✓ Stephen Hardy (1982), "Urbanization and the Rise of Sport" (pp. 15-19).
- ✓ Stephen Hardy (1982), "Parks for the People: The Rise of Public Parks in Boston, 1869-1900" (pp. 151-159).
- ⊙ Rob Ruck (1987), "Sport and Black Pittsburgh, 1900-1930," in *Sandlot Seasons: Sport in Black Pittsburgh* (pp. 8- 39).

### Primary Source Readings:

- ✓ "The *New York Times* Evaluates the Accessibility and Utility of Central Park, 1873-1875" (pp. 141-142).
- ✓ "The *New York Times* Lauds Baseball and Community Pride, 1888" (pp. 146-147).
- ⊙ "Mayor Quincy of Boston Supports Municipal Swimming Pools, 1898."
- ✓ "The *New York Times* Considers Madison Square Garden as a Civic Institution, 1900" (pp. 147-148).
- ⊙ Barney Ross, "The Mean Streets of Chicago in the 1920s and the Making of a Prize Fighter."

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## **Week 6, February 24-28- Race, Womanhood, and Sport at the Turn of the Century**

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### Secondary Source Readings:

- ✓ Randy Roberts, "The 1910 Jeffries-Johnson Fight and its Impact" (pp. 290-299).
- ⊙ Susan Cahn (1994), "Grass-Roots Growth and Sexual Sensation in the Flapper Era," in *Coming on Strong: Gender and Sexuality in Twentieth-Century Women's Sport* (pp. 31-54).

### Primary Source Readings:

- ✓ "Ann O'Hagan Describes the Athletic American Girl, 1901" (pp. 250-252).
- ✓ "Senda Berenson Asserts the Value of Adapted Women's Basketball, 1901" (pp. 253-255).
- ✓ "Dr. Dudley A. Sargent Asks, 'Are Athletics Making Girls Masculine?', 1912" (pp. 255-258).
- ✓ "A Female Fan Tells Her Beau, 'Take Me Out to the Ball Game' (1908)" (p. 258).

### Multimedia:

- ⊙ Watch Part II of *Unforgivable Blackness: The Rise and Fall of Jack Johnson*.



## UNIT 2- Sport, Economic Crisis, War, and Postwar "Prosperity," 1932-1968

### Week 7, March 3-7- Depression, Diplomacy, and Marketing America

#### \*\*\*MIDTERM #1 (COVERS MATERIAL THROUGH END OF UNIT 1) MARCH 7<sup>th</sup> IN CLASS \*\*\*

##### Secondary Source Readings:

- ⊙ Barbara Keys (2004), "Spreading Peace, Democracy, and Coca-Cola: Sport and American Cultural Expansion in the 1930s," *Diplomatic History* (pp. 165-196).
- ⊙ Brad Austin (2000), "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* (pp. 247-270).

##### Primary Source Readings:

- ⊙ J.R. Tunis (1934), "Changing Trends in Sports," *Harper's Monthly*.
- ⊙ Press clippings on sports/recreation during the New Deal.

### Week 8, March 10-14- Sport, War, and American Identity

##### Secondary Source Readings:

- ⊙ Robert Elias (2010), "Good War Hunting," in *The Empire Strikes Out: How Baseball Sold U.S. Foreign Policy and Promoted the American Way Abroad* (pp. 126-160).
- ⊙ Susan Cahn (1994), "No Freaks, No Amazons, No Boyish Bobs: The All-American Girls Baseball League," in *Coming on Strong* (pp. 140-163).
- ✦ Michael Lenehan, *Ramblers* (pp. 1-48).

##### Primary Source Readings:

- ⊙ Carl Felken (1944), "Sports Skill Paying Off in the Pacific, Says Todd of Marines," *The Sporting News*.
- ⊙ "Soldiers are Sports Minded," *What the Soldier Thinks* (1944).
- ✓ "The *Saturday Evening Post* Examines Women's Softball in World War II America" (pp. 339-342).
- ⊙ Frank Young (1942), "Major Leaguers Fail to Drop Color Bar," *Chicago Defender*.

##### Multimedia:

- ⊙ Watch *A League of Their Own*.

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## **Week 9, March 24-28- Sport, Recreation, and the Struggle for Desegregation after the War**

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### Secondary Source Readings:

- ⊙ Thomas Smith (1987), "Civil Rights on the Gridiron: The Kennedy Administration and the Desegregation of the Washington Redskins," *Journal of Sport History* (pp. 189-208).
- ✦ Michael Lenehan, *Ramblers* (pp. 49-130).

### Primary Source Readings:

- ✓ "Yankees President Larry McPhail's Plan to Discourage the Integration of Baseball, 1946" (pp. 371-373).
- ✓ "Jackie Robinson on the Struggles of His First Spring Training, 1946" (pp. 373-376).
- ⊙ Dave Meggyesy, former outside linebacker for the NFL's St. Louis Cardinals (1970), *Out of Their League* (pp. 193-201).

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## **Week 10, March 31-April 4- Markets, Mass Media, and the Postwar Sports Business**

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### Secondary Source Readings:

- ✓ Randy Roberts and James Olson (1989), "The Impact of Roone Arledge on Televised Sports" (pp. 417-425).
- ✦ Michael Lenehan, *Ramblers* (pp. 131-204).

### Primary Source Readings:

- ✓ "Norris Poulson Reveals How Los Angeles Got the Brooklyn Dodgers in 1958" (pp. 408-411).
- ⊙ Dave Meggyesy (1970), *Out of Their League* (pp. 208-213).

### Multimedia:

- ⊙ Watch *Free Spirits* (ESPN 30 For 30).

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## **UNIT 3- Sport and the Limits of American Postwar Liberalism, 1967-1976**

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## **Week 11, April 7-11- Sport and Black Radicalism**

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### Secondary Source Readings:

- ✦ Michael Lenehan, *Ramblers* (pp. 205-284).

### Primary Source Readings:

- ✓ "The Thoughts of Muhammad Ali in Exile, c. 1967" (pp. 376-378).
- ✓ "Harry Edwards Reviews the Making of the Black Athletic Revolt, 1967" (pp. 378-380).
- ⊙ John Carlos (with Dave Zirin), "The Unraveling," in *The John Carlos Story* (pp. 129-154).

Multimedia:

- ⊙ Watch *The Trials of Muhammad Ali*.

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**Week 12, April 14-18- Sport, Sexuality, and Second Wave Feminism**

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**\*\*\*MIDTERM #2 (COVERS MATERIAL THROUGH END OF UNIT 2) APRIL 14<sup>th</sup> IN CLASS \*\*\***

Secondary Source Readings:

- ⊙ Caroline Symons, *The Gay Games: A History*, Chapters 1-3 (pp. 1-37).
- ⊙ Susan Cahn (1994), "You've Come a Long Way Maybe," in *Coming on Strong: Gender and Sexuality in Twentieth-Century Women's Sport* (pp. 246-280).

Primary Source Readings:

- ✓ "Billie Jean King Remembers Life as an Outsider in the 1950s and 1960s" (pp. 342-346).
- ✓ Attorney Ellen J. Vargyas Analyzes the Inadequacies of Title IX, 1992" (pp. 349-354).
- ⊙ John Amaechi, (2008), selection in *Crisis: 40 Stories Revealing the Personal, Social and Religious Pain and Trauma of Growing Up Gay in America* (pp. 279-286).

Multimedia:

- ⊙ Watch *American Masters: Billie Jean King*.

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**Week 13, April 21-25- Free Agency and the Shifting Ground of Sports Labor**

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Secondary Source Readings:

- ⊙ Dave Zirin (2008), "The Flood Gates," in *A People's History of Sports in the United States* (pp. 181-210).
- ✦ Walter LaFeber, *Michael Jordan and the New Global Capitalism*, Chapter 1 (pp. 1-48).

Primary Source Readings:

- ✓ "Justice Thurgood Marshall Dissents in the Curt Flood Case, 1972."
- ✓ Marvin Miller Analyzes the Achievement of Free Agency, 1975."
- ⊙ Curt Flood (1971), "The Butterflies of March," in *The Way it Is* (pp. 1-7).
- ⊙ Jim Murray (1972), "Baseball—An Age of Innocence Bent on Destruction," *Los Angeles Times*.
- ⊙ Robert Lipsyte (1970), "Revolt of the Gladiators," *New York Times*.

## UNIT 4- Sport and American Neo-Liberalism, 1976-Present

### Week 14, April 28-May 2- The Sports-Media Complex and Neoliberal Ideology

#### Secondary Source Readings:

- ⊙ John Hoberman, "Jackie Robinson's Sad Song: The Resegregation of American Sport," in *Darwin's Athletes* (pp. 28-51).
- ✦ Walter LaFeber, "The Globalization of Michael Jordan," in *Michael Jordan and the New Global Capitalism*, Chapters 2-4 (pp. 49-112).

#### Primary Source Readings:

- ⊙ Edward Walsh (1991), "Chicago Savors a Rare Title," *Washington Post*.
- ⊙ Nelson George (1996), "Soaring; Rare Jordan," *Essence*.
- ⊙ Ira Boudway (2013), "How Brands Should Market Jason Collins," *Business Week*.
- ⊙ Tony Hawk (2010), *How Did I Get Here: The Rise of An Unlikely CEO* (pp. 1-20, 63-74).

### Week 15, May 5-9- Sport and the Crisis of the Post-Industrial City

**\*\*\*HARD COPIES OF PAPER DUE MAY 5<sup>TH</sup> AT BEGINNING OF CLASS\*\*\***

#### Secondary Source Readings:

- ⊙ Costas Spirou and Larry Bennett (2003), "Sports-Driven Urban Redevelopment in Chicago and Beyond," in *It's Hardly Sportin': Stadiums and Neighborhoods in the New Chicago* (pp. 11-36).
- ✓ Charles Euchner (1993), "The Making of Baltimore's Camden Yards" (pp. 425-434).
- ✦ Walter LaFeber, "The Globalization of Michael Jordan," in *Michael Jordan and the New Global Capitalism*, Chapters 5-7 (pp. 114-188).

#### Primary Source Readings:

- ✓ "Mayor Lionel J. Wilson Explains Why Oakland Needs the Raiders, 1984" (pp. 415-417).
- ⊙ Alex Kotlowitz (1991), *There Are No Children Here* (pp. 155-162).
- ⊙ Joanne Cleaver (1994), "Hot Boxes," *Crain's Chicago Business*.
- ⊙ Neil deMause (2010), "Indy to Pay Pacers \$33M Over Three Years for No Damn Reason," *Field of Schemes*.
- ⊙ Martin Braun (2013), "Detroit Billionaires Get Arena Help as Bankrupt City Suffers," *Bloomberg*.

**\*\*\*FINAL EXAM, MAY 13<sup>th</sup>, 7:25 PM - 9:25 PM \*\*\***