

HISTORY 600—SPRING 2018
MAJOR LEAGUE BASEBALL AND AMERICAN SOCIETY SINCE WORLD WAR II
T 1:20-3:15, CURTI LOUNGE, 5TH FLOOR HUMANITIES
INSTRUCTORS: A. H. SELIG, PROF. D. MCDONALD
Office hours (McDonald): W 10-2, R 2-4 or by appointment
Contact (McDonald): 5134 Humanities; email—dmmcdon1@wisc.edu

Books Recommended for Purchase (any edition acceptable—recommended that students purchased used copies):

Jules Tygiel, *Baseball's Great Experiment: Jackie Robinson and His Legacy*
Jim Bouton, *Ball Four*
Charles Korr, *The End of Baseball as We Knew It*

Course Overview

This seminar examines the history of major league baseball in the context of the successive waves of change that overtook American society following World War II. Rather than focusing on the themes that preoccupy most histories of professional sport—winners, losers, stars, dynasties, etc.—our seminar will examine and discuss the ways in which major league baseball reflected deeper-running currents in postwar America. Perhaps no event exemplified this interaction more profoundly than the topic of our second meeting, the integration of African-American athletes and the breaching of the “color bar” heralded by Jack Robinson’s entry into the National League as a Brooklyn Dodger in 1947; within a decade or so, African-Americans would be joined by a growing cadre of Latino players, most from outside the USA. These once-excluded groups would become fixtures in the major leagues. The same Dodgers, along with their Manhattan rival New York Giants, signaled yet another epochal shift in postwar America when they relocated to California, dramatically altering the geographical balance of professional sport and inaugurating a new era in the business side of baseball, developments we will follow in our third and subsequent meetings. During the semester we will also address such diverse topics as the impact of the Sixties on the sport, shifting media relations, questions of franchise location and the finances of stadium construction, labor relations—especially strikes and free agency--and the issues that marked the tenure of Commissioner Allan H. “Bud” Selig from the early 1990s until the end of 2014.

We have the privilege of working with Commissioner Emeritus Selig as a co-instructor for this course. His participation brings a unique and valuable perspective to our readings and discussion. As Commissioner, he was intimately involved in the stewardship of the game for nearly a quarter-century—the second-longest tenure of all commissioners, but that position only represented the culmination of a lifelong involvement with professional baseball. A native of Milwaukee, he was an ardent fan of the then-Milwaukee Braves. After their departure for Atlanta for the 1966 season, Selig spearheaded the effort that brought the Seattle Pilots to Milwaukee as the Brewers in 1970, after their only season in the Northwest. As an owner, Selig

experienced the cultural, political and economic upheavals of the 1970's and 1980s, a period of persistent labor conflict, growing disparities among “large” and “small” franchises, and the ultimate recasting of the game's business model. As Commissioner, he led and contended with an increasingly numerous and complex set of constituencies—owners, players and fans, but now also agents, and, especially, increasingly specialized and diffuse mass media—through the tumult of strikes and steroids, the introduction of competitive parity, globalization, and, most recently, the advent of the digital revolution, whether in Sabermetrics or the explosive growth of MLBAM, a powerful new media platform. Throughout, the changes in Major League baseball reflected the broader currents in American—and global—society, as well as the impact of radically changing national and global economies. Selig's presence and his perspective offer students of history a rare opportunity to interact with a living “primary source,” a vital witness of all these developments, one informed by his own appreciation of history as a graduate of the UW, an experience he often cites as a key element in his time as Commissioner.

Course Objectives

By the time you have finished your required work for this semester, you should have accomplished the following objectives:

- Learn to synthesize the research, writing, analytic and expressive skills you have developed through your previous classes.
- Produce an in-depth study of a clearly defined historical problem, grounding your conclusions in research encompassing a breadth of sources—primary, memoirs, media—print and electronic/audio-visual, and published secondary
- Learn how to frame and substantiate with appropriate evidence a convincing argument in support of a clear analytic position
- Gain a broad perspective on the interaction of sports and broader social currents
- Gain a contextual understanding of the changes that have occurred—and the contexts that have framed them—in virtually every aspect of modern baseball, from the scouting of talent to labor-management relations, the financing of stadium construction and the reasons for the sport's enduring attraction to spectators
- Learn to absorb and discuss or debate contentious or involved topics involving sports and modern society

Like other senior seminars in History, this 600 course provides students with a “capstone” experience that will require them to synthesize and employ the various skills and methods they have developed in the course of their undergraduate careers, whether in History or allied majors, regardless of their chronological or regional focus. These skills include extensive reading in historical literature, the undertaking of research and the ability to produce a substantial (20-25pp.) paper that makes a clear, persuasive and well-documented argument in relation to a subject of the student's choosing. These skills are the basic equipment for any aspiring historian, but students should realize that they also represent the indispensable elements for success in virtually any profession, regardless of focus. Numerous studies, supported by the experience of

History alumni who have pursued careers in business and administration, demonstrate that employers value job candidates who can define key problems, recognize the complexities defining them, conduct research independently and creatively, and produce analyses through clear, persuasive arguments grounded on equally clear and honestly-presented evidence. Just as important, the development of these skills provides valuable tools in all the aspects of one's life that require the evaluation of conflicting arguments and evidence. This course has the peculiar advantage of reconceptualizing something as familiar and seemingly straightforward as major league baseball by framing it within contexts that seldom enter popular discussion of the game, providing an object lesson in the complexity of even those things we often take for granted. Briefly, then, in addition to concerning ourselves with what happened when and where, or why, we should also ask ourselves not just *how* it took place, but how it had become possible or conceivable or right in the minds of the actors we study.

Course Work

Summary description:

The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the course's learning activities (at least 45 hours per credit or 9 hours per week), which include regularly scheduled meeting times (group seminar meetings of 115 minutes per week), dedicated online time, reading, writing, two field trips, individual consultations with the instructor, and other student work as described in the syllabus.

Detailed description:

Work for this seminar work comprises three interrelated parts: weekly discussions based on assigned readings; student research; and a research paper, due one week after our last meeting. To take each in turn:

- a. *Weekly meetings*: Much of the seminar's work will take place in the form of our regularly scheduled class meetings. At these, participants will have familiarized themselves with the readings assigned for that week. These readings will come from two sources. First, the instructors will assign readings from published primary and secondary sources that they find useful in introducing the topic. On the basis of these readings, we will identify and discuss crucial themes and issues in each meeting. The exchange of ideas—and especially the encounter with varying interpretations of diverse sorts of evidence—forms the heart of historical inquiry. This can only take place through active and respectful conversation, whether in person or in print. Given the small size of the course, the instructors expect every student to participate. ***This element of the course will count for 50% of the participant's final grade.***
- b. *The research paper*: In addition to the weekly readings and discussions, the research and writing of a substantial research paper will constitute the chief focus of this

seminar. As an aid to the management of students' time and effort, this part of the course will go through three stages.

- i. First, students will submit by **October 28** a written statement that defines the topic, identifies its importance *per se* or in relation to broader developments beyond baseball, offers a working thesis that will direct research and includes cites a preliminary set of sources that will serve as the starting-point for research. The topic students choose should focus on a specific event or incident, or on a theme that developed over the course of a longer period in the years since World War II.
- ii. Participants will then schedule a meeting with McDonald to occur in the following two weeks. That meeting will address the research topic and lead to a refinement of the thesis, in addition to suggesting additional avenues for research. On the basis of this discussion, students should be able to draft a helpful outline to structure their argument; they will also have a clearer plan for their research.
- iii. By 5PM on **November 25**, students will send McDonald an email with a draft---completed or otherwise---of their paper. Please place it in a MS Word attachment. As far as possible, this draft should give a clear idea of the argument, its structure, and a clear indication of the evidence that supports it. McDonald will return these drafts, with comments and proposed revisions, by the first week of May. This draft will serve as the basis for the final paper, which falls due by **5PM on December 18**.

All three phases taken together will for account for the other 50% of the participant's final grade. Paper grades will reflect the instructor's assessment of: clarity and importance of the thesis and argument; the quality and rigor of the research used to support it; evidence of improvement or refinement during the course of research and writing; clarity of organization and expression.

Plagiarism and Academic Misconduct

Finally, as most participants are within one or two semesters of graduating, they should be very well acquainted with academic standards regarding academic integrity and such forms of misconduct as plagiarism. To refresh their memories of the university's rules in these matters and the procedures for dealing, participants can use the following link:
<http://www.students.wisc.edu/doso/academic-integrity/>.

History Lab

Those requiring assistance or extra guidance in framing and writing research papers should consult with the department's History Lab. A representative of this valuable resource will visit our class early in the semester. As the Lab's web-site states:

The History Lab is a resource center where experts (PhD students) will assist you with your history papers. No matter your stage in the writing process — choosing a topic, conducting research, composing a thesis, outlining your argument, revising your drafts — the History Lab staff can help you sharpen your skills and become a more successful writer. Drop by Humanities 4255 or schedule a one-on-one consultation at <http://go.wisc.edu/hlab>.

MEETING SCHEDULE AND ASSIGNMENTS

(Unless required books—e. g. Tygiel, Kors, or Bouton—or otherwise specified, all readings are posted on course Canvas page pages for each week of class.)

<u>Week/Date</u>	<u>Topic/Title</u>
9/11	INTRODUCTION—Course overview and goals READING: - D. McDonald, “Sport History and the Historical Profession.”
9/18	JACK ROBINSON AND BREAKING BASEBALL’S COLOR BAR READINGS: - J. Tygiel, <i>Baseball’s Great Experiment: Jackie Robinson and His Legacy</i> . (Focus on background, events associated with his joining the Dodgers and impact through the 1950s) <i>Optional additional readings</i> (on Canvas page) [NB--full citation information available on pdf’s posted]: - Bill L. Weaver, “The Black Press and the Assault on Professional Baseball’s “Color Line,” October, 1945-April, 1947”; OR C. Lamb, “‘I Never Want to Take Another Trip Like This One’: Jackie Robinson’s Journey to Integrate Baseball”;

- “A.B. Chandler as Baseball Commissioner, 1945-51: An Overview.”
- D. Branson on Satchel Paige
- Branson on Branch Rickey

9/25 THE MAJOR LEAGUES MOVE WEST: TAKING THE DODGERS AND GIANTS TO CALIFORNIA

READINGS (on Canvas page):

- R. M. Jarvis, “When the Lawyers Slept,” (Review of N. J. Sullivan, *The Dodgers Move West* (1987)); (cont’d next page)
- H. D. Fetter, “Revising the Revisionists”;
- P. Ellsworth, “The Brooklyn Dodgers’ Move to L. A.: Was Walter O’Malley Solely Responsible?”
- Nelson, “Los Angeles Dodgers vs. San Francisco Giants, April 1958”

10/2 THE FIRST GENERATION OF LATINO PLAYERS

READINGS (read at least *four* of the following, including *one* of the profiles of Clemente and Minoso):

- Adrian Burgos, *Playing America’s Game*, part II and Chapter 9;
- S. O. Regalado, “Hey Chico!”
- R. F. Garratt, “Horace Stoneham and the Breaking of Baseball’s Second Color Barrier”
- L. R. Gerlach, “Crime and Punishment: The Marichal-Roseboro Incident.”
- A. Klein, “Baseball in the Dominican Republic.”
- F. Otto and T. van Hyning, “Puerto Rico.”
- Cowan profile of Minoso

- Symposium on Minofo published by mlb.com
- Garland and Murray on Clemente

10/9 FRANCHISE MOVEMENT, LEAGUE EXPANSION AND THE FORCES THAT MADE THEM: THE CASE OF MILWAUKEE, THE BRAVES AND THE PILOTS/BREWERS:

READINGS (All required, except for *either* Quirk or Eisen):

- G. Gendzel, “How Milwaukee Lost the Braves”;
- W. Mullins, “Not Quite Big League . . .”
- J. Quirk, “An Economic Analysis of Team Movements . . .”;
- J. Eisen, “Franchise Relocation in Major League Baseball.”
- A. Selig, “Major League Baseball and Its Antitrust Exemption.”
- Justice J. P. Stevens, “A Judge’s Use of History,” pp. 223-230
- *New York Times* stories on Seattle Pilots
- *Sports Illustrated* article on the Braves’ move to Atlanta

10/16 VISIT TO LIBRARY OF WISCONSIN HISTORICAL SOCIETY

10/23 THE RISE OF THE MAJOR LEAGUE BASEBALL PLAYERS ASSOCIATION AND THE ADVENT OF FREE AGENCY

READINGS:

- C. P. Korr, *The End of Baseball As We Knew It*, chapters 1-7
- (optional—Burk, *More Than a Game*, excerpted pdf.)
- M. Miller, “Reflections on Baseball and the MLBPA.”
- W. Gillis, “Rebellion in the Kingdom of Swat . . .”
- H. D. Fetter, “From Flood to Free Agency”

- G. Early, "Curt Flood, Gratitude and Image."
- Aikens, "The Struggle of Curt Flood"

**NB: PAPER TOPIC STATEMENTS/BIBLIOGRAPHIES DUE BY EMAIL,
SUNDAY, 10/28**

10/30 SELLING BASEBALL IN A CHANGING SOCIETY (1965-75)

READINGS:

- John Updike, "Hub Fans Bid Kid Adieu," *New Yorker*, October 22, 1960, at: <http://www.newyorker.com/magazine/1960/10/22/hub-fans-bid-kid-adieu>
- G. Talese, "The Silent Season of a Hero."
- J. Bouton, *Ball Four*—ca. 100 pp
- Trieder, "1972";
- D. Halberstam, "Who Were You, Joe DiMaggio?"
- D. Q. Voigt, "From Chadwick to the Chipmunks";
- R. Telander on player-press relationships

11/6 OWNERS VS. PLAYERS IN A TIME OF CHANGE

READINGS:

- C. P. Korr, chapters 9-conclusions.
- D. Hughes, "Steinbrenner: The Last Lion of Baseball";
- M. Winkel, "The Not-So Artful Dodger . . ."
- C. Daniels et alii, "Black Sox to White Sox: Evolution . . ."
- D. Rascher and T. DeSchryver, "Smooth Operators. . ." (optional)

11/13 THE POLITICAL ECONOMY OF STADIUM CONSTRUCTION, THE CASE
OF MILLER PARK

READINGS (all on Canvas page)

- A. F. Sanderson, “In Defense of New Sports Stadiums”
- R. W. Schweser, “An Examination of the Public Good Externalities of Professional Athletic Venues”
- J. Siegfried and A. Zimbalist, “The Economics of Sports Facilities and Their Communities”
- S. A. Riess, “Historical Perspectives on Sport and Public Policy”
- C. Clapp and J. Hakes, “How Long a Honeymoon [new stadiums and attendance

11/20 THANKSGIVING WEEK—NO CLASS MEETING

NB: DRAFTS AND “DRAFT-LIKE” PAPERS DUE BY 5PM, SUNDAY 11/25

11/27 “THE STEROIDS ERA”

READINGS (all on Canvas page)

- The *Mitchell Report*—Executive Summary (full report optional)
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- Transcript of 2005 Congressional hearing on steroid use in MLB (optional): http://www.washingtonpost.com/wp-srv/sports/articles/steroidhearing_011508.html
- B. E. Denham, “*Sports Illustrated*, the mainstream press and the enactment of drug policy in Major League Baseball: A study in agenda-building theory”
- J. Juffer on Sammy Sosa and Images of Latinos
- E. Ham, “Pretext: The Dark Side of Baseball.”
- MAJOR LEAGUE BASEBALL’S JOINT DRUG PREVENTION AND TREATMENT PROGRAM

12/4 BASEBALL AND THE “DIGITAL REVOLUTION”

READINGS (Canvas page)--read at least THREE of the following:

- R. J. Puerzer, “From Scientific Baseball to Sabermetrics”;

- R. Schumaker and O. Solieman, “Sports Knowledge Management and Data Mining”;
- G. Wong and C. Schubert, “Major League General Managers: An Analysis”;
- E. R. Halverson and R. Halverson, “Fantasy Baseball”;
- T. Nesbit and K. King-Adzima, “Major League Baseball Attendance and the Role of Fantasy Baseball.”
- Daniel Okrent on Bill James in SI
- ML BAM--<http://www.mlbam.com/>

12/11 BASEBALL DURING THE “SELIG ERA”

READINGS (all on Canvas page)

- D. Jacobson, “Why Baseball Is Booming.”
- (optional) A. Zimbalist, *In the Best Interests of Baseball* or reviews of this work

12/18 ***PAPERS DUE TO PROF. MCDONALD BY 5PM***