

**Sport, Recreation, and Society
History 136**



**Tuesday & Thursday, 16.00-17.15
1651 Mosse Humanities Building**

Instructor: Alexandra Mountain, PhD

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Office Hours: Tuesday, 11.00-12.00; Thursday, 14.00-15.00

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Teaching Assistant: Akshay Sarathi

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Office Hours: Thursday, 14.00-15.00

Office Address: Starbucks on the corner of Lake and State

Discussion Sections

Section 301	Wednesday 8.50 – 9.40	2631 Mosse Humanities Building
Section 302	Wednesday 9.55 – 10.45	2115 Mosse Humanities Building
Section 303	Wednesday 13.20 – 14.10	2131 Mosse Humanities Building
Section 304	Wednesday 14.25 – 15.15	2101 Mosse Humanities Building

Course Description

In this interdisciplinary class, we will explore how sport (the playing, the watching, the selling of) has contributed to and reshaped politics, economics, and culture in US society. In doing so, we will examine how the profit-motivated sporting industry has created and re-created ideas of race and gender, and the intersections in between. We will read academic critiques of the sporting system in the United States. We will look at the marketing behind sporting brands and into the money of professional sports. We will watch documentaries and films, and read

sports journalism to understand the breadth and depth of the impact of sport to modern US society.

Learning Outcomes

After reading the assigned texts, participating in discussion sections, and attending lectures, students will be able to:

1. Demonstrate how sports both shaped and have been shaped by broader social, political, and cultural trends
2. Interpret an array of primary sources, including manuscripts, artifacts, and oral sources
3. Employ current technologies to access information, conduct research, and communicate findings

Workload Requirements

This 4-credit course meets as a group for 4 hours per week (according to UW-Madison's credit hour policy, each lecture counts as 1.5 hours and each discussion counts as an hour). The course also carries the expectation that you will spend an average of at least 2 hours outside of class for every hour in the classroom. In other words, in addition to class time, plan to allot an average of at least 8 hours per week for reading, writing, preparing for discussions, and/or studying for quizzes and exams for this course.

Assignments and Grading

20%: Attendance and Participation in Lecture and Discussion Sections

10%: Midsemester Exam

20%: Final Exam

50%: Oral History Project

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

Attendance 10%; Participation 10%

You are required to attend lectures and discussion sections. You have **two lecture absences** for the semester that do not require any explanation or documentation. Otherwise, please be sure to email Dr. Mountain or Akshay Sarathi, your teaching assistant, before any absence. You have **one absence** for discussion sections. For every other discussion section missed, your participation grade will be lowered by 2%. Please come talk to Dr. Mountain concerning flexibility with these guidelines; individual circumstances will of course be taken into account.

Participation is graded separately from attendance. Come to lectures and discussion sections prepared to share your insights after engaging meaningfully with the assigned texts. If you struggle with verbal participation, please come talk to either Dr. Mountain or Akshay Sarathi at the beginning of semester for alternative assessments.

Midsemester Exam 10%; Final Exam 20%

The midsemester exam is on March 2, during lecture time. The format for both exams is the same: 10 multiple choice questions, and five term identification paragraphs. The final exam will test students on material read and discussed after the midterm.

Oral History Project 50%

In this class, we are partnering with the UW Library and Archives to collect oral histories of UW athletes. In doing so, we will be helping UW collect and preserve the history of the university and its athletic program, and making our research available for future students. Oral history interviews can give public voice to those from whom we seldom hear. This is especially important for athletes, as we often only hear about the team as a whole, or especially gifted and exceptional talent. By speaking to individuals, this project will allow future generations to gain a better insight into the various experiences of collegiate athletes. In addition, this assignment will help you further develop critical thinking skills, engage with the larger UW community, and actively participate in the collection and dissemination of historical material.

As conducting oral histories is a technical skill, you will be given a series of smaller assignments leading up to your final interview to teach you the best practices and give you experience in conducting oral history interviews. They are listed below.

Research Statement 10%, due February 12

Interview Preparation 10%, due February 26

Practice Interview 10%, due March 11

Final Interview 20%, due April 29

Each assignment apart from the final interview will be an individual submission. The final interview, however, will be conducted in pairs, which will be assigned early in the semester. Further information regarding the oral history project will be given in advance of each assignment.

Land Acknowledgement

The University of Wisconsin-Madison occupies ancestral Ho-Chunk land, a place their nation has called Teejop since time immemorial. In an 1832 treaty, the Ho-Chunk were forced to cede this territory. Decades of ethnic cleansing followed when both the federal and state government repeatedly, but unsuccessfully, sought to forcibly remove the Ho-Chunk from Wisconsin. This history of colonization informs our shared future of collaboration and innovation. Today, UW-Madison respects the inherent sovereignty of the Ho-Chunk Nation, along with the eleven other First Nations of Wisconsin.

Religious Holidays

Students should notify Dr. Mountain and Akshay Sarathi within the first two weeks of class of the specific days or dates on which they request relief for religious holidays. Make-ups may be scheduled before or after the regularly scheduled requirements. The professor may set reasonable limits on the total number of days claimed by any one student.

Academic Integrity

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are

held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/

University Health Services (UHS)

The no-cost mental health services at UHS include individual, couple/partner, group counseling, campus-based programming, stress management, and psychiatry services. UHS offers crisis services, which are available 24/7. Visit <https://www.uhs.wisc.edu/mental-health/> or call 608-4265-5600 for more information. Mental Health Services can be accessed at 333 East Campus Mall (M, T, W, F: 8:30 a.m. – 5:00 p.m., and Th: 9:30 a.m. – 5:00 p.m.)

Accommodations for Students with Disabilities

McBurney Disability Resource Center syllabus statement: “The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.” <http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

Writing Support

While your teaching assistant is available for discussions and feedback about students' writing, there is an additional resource for help. The History Lab is a 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>.

Institutional Statement on Diversity and Inclusion

“Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” <https://diversity.wisc.edu/>

Class Schedule

WEEK ONE

January 21: Introduction to Class

January 23: Indigenous Sport

NO DISCUSSION SECTION

WEEK TWO

January 28: Puritanism, Animals and Sporting Life

January 30: Sport and the Civil War

Discussion Section, January 29

Assigned Readings:

Oral History Texts

Oral History Association Principles and Best Practices

<https://www.oralhistory.org/principles-and-best-practices-revised-2018/>

Check out the following online oral history interviews to gain a feeling for what is expected in an interview setting, and how oral histories differ from journalism. Choose one oral history and listen to the interview or read the transcript in full.

<https://www.library.wisc.edu/archives/exhibits/campus-history-projects/african-american-athletes-at-uw-oral-history-project/>

<https://www.bl.uk/collection-guides/oral-histories-of-sport>

<https://www.lib.berkeley.edu/libraries/bancroft-library/oral-history-center/projects/athl>

WEEK THREE

February 4: The Rise of Football and its Play in Indigenous Schools

February 6: Sports, Urbanization, and Industrialization at the Turn of the Century

Discussion Section, February 5

Assigned Readings:

Oral History Texts

Thomas L. Charlton, "Organizing Oral History Projects" in *Oral History for Texans* (Texas Historical Commission: Austin, TX, 1985).

<https://www.baylor.edu/content/services/document.php/33213.pdf>

Doug Boyd, "Designing an Oral History Project: Initial Questions to Ask Yourself" In D. Boyd, S. Cohen, B. Rakerd, & D. Rehberger (Eds.), *Oral history in the digital age*. Institute of Library and Museum Services.

<http://ohda.matrix.msu.edu/2012/06/designing-an-oral-history-project/>

Primary Sources:

Read through the Office of Indian Affairs Correspondence File from 1918-1966 concerning the Carlisle Indian School. Find documents relating to football and the school.

<http://carlisleindian.dickinson.edu/documents/correspondence-file-1918-1966>

WEEK FOUR

February 11: Black Athletes in the Age of Jim Crow

February 13: Jack Johnson versus the Great White Hopes

Discussion Section, February 12 ****Research Statement Due****

Assigned Readings:

Secondary Sources:

Gail Bederman, "Remaking Manhood through Race and 'Civilization': The 1910 Jeffries-Johnson Fight and Its Impact," Canvas.

Primary Sources:

"Prejudice against African-American Ballplayers in the St. Louis *Post-Dispatch*, 1911," Canvas.

"The Chicago Commission on Race Relations Examines Racial Contacts in Recreation in the Late 1910s," Canvas.

"W. Montague Cobb, "Is There a Connection between Race and Speed, 1936," Canvas.

"[His Courage as White as his Skin is Black](#)," The Times Dispatch (Richmond, VA), 5 July 1910, Sporting Section, image 5, col. 1.

WEEK FIVE

February 18: the 1920s and the Golden Age of Sport

February 20: Sport and the New Woman

Discussion Section, February 19

Assigned Readings:

Oral History Texts

"Focusing and Researching a Topic" Baylor University Institute for Oral History, 2012

<https://www.baylor.edu/content/services/document.php/66426.pdf>

Primary Sources:

"Anne O'Hagan Describes the Athletic American Girl in 1901," Canvas.

"Senda Berenson Asserts the Value of Adapted Women's Basketball, 1901," Canvas.

"Dr. Dudley A. Sargent Asks, 'Are Athletics Making Girls Masculine?', 1912," Canvas.

View "Baseball Across a Changing Nation", Library of Congress:

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/baseball/>

WEEK SIX

February 25: World War I

February 27: Jesse Owens, Joe Louis, and the Depression Era

Discussion Section, February 26 ****Interview Preparation Due****
Midsemester Review

WEEK SEVEN

March 2: ****Midsemester Exam****

March 4: Patriotism and World War II

Discussion Section, March 3

Assigned Readings:

Oral History Texts:

Thomas L. Charlton, "The Heart of Oral History: How to Interview" in *Oral History for Texans* (Texas Historical Commission: Austin, TX, 1985).

<https://www.baylor.edu/content/services/document.php/33212.pdf>

"Creating an Interview Outline" Baylor University Institute for Oral History, 2012

<https://www.baylor.edu/content/services/document.php/66428.pdf>

"Composing Questions" Baylor University Institute for Oral History, 2012

<https://www.baylor.edu/content/services/document.php/66429.pdf>

Primary Sources:

Letter, Walter White to Jesse Owens, December 4, 1935

<https://www.loc.gov/teachers/classroommaterials/primarysourcesets/naacp/pdf/owens.pdf>

Jesse Owens in the 1936 Men's 100m Berlin Olympic Games

<https://www.youtube.com/watch?v=jB0n35UIv-s>

Jesse Owens 1936 Berlin Olympics Interview

<https://www.youtube.com/watch?v=tLGj3JnblqA>

WEEK EIGHT

March 10: Desegregation of Sports: Baseball

March 12: Integration of Football and Tennis

Discussion Section, March 11 ****Practice Interview Due****

WEEK NINE

SPRING BREAK

WEEK TEN

March 24: Cold War Athletes

March 26: Sports, Protest and Resistance

Discussion Section, March 25

Assigned Readings:

Primary Sources

Examine the Wilson Center Digital Archive special topic, Sport in the Cold War

<https://digitalarchive.wilsoncenter.org/theme/sport-in-the-cold-war>

WEEK ELEVEN

March 31: Gender, Race, and Muhammad Ali

April 2: Television and Sports

Discussion Section, April 1

Assigned Readings:

Primary Sources

Examine the collection from the National Archives concerning Muhammad Ali

<https://www.archives.gov/research/african-americans/individuals/muhammad-ali#rg21>

Read the transcript of the interview between Muhammad Ali and Sam Pollard, February 16, 1989

http://digital.wustl.edu/e/eii/eiiweb/ali5427.0743.004marc_record_interviewer_process.html

WEEK TWELVE

April 7: Title IX

April 9: Sports, Sexuality, and Second Wave Feminism

Discussion Section, April 8

Assigned Readings:

Secondary Sources

Ronald Smith, "Title IX and Government Reform in Women's Athletics," Canvas.

Primary Sources

"Billie Jean King Remembers Life as an Outsider in the 1950s and 1960s," Canvas.

"Baylor University Athletic Director Grant Teaff Criticizes the Impact of Title IX on Intercollegiate Football, 1993," Canvas.

"Brown University Sued for Violating Title IX, 1996," Canvas.

WEEK THIRTEEN

April 14: Sports as Big Business

April 16: The NCAA Cartel

Discussion Section, April 15

Assigned Readings:

Secondary Sources

Michael Oriard, "The NCAA Monopoly: Revenue, Reform, and Exploitation," Canvas.

Michael Oriard, "The NFL as Big Business," Canvas.

Primary Sources

“Bucks’ Owners Win, at Wisconsin’s Expense,” *New York Times*, August 14, 2015.

<https://www.nytimes.com/2015/08/15/sports/bucks-new-owners-get-house-warming-gift-of-public-money.html>

WEEK FOURTEEN

April 21: The Global Market

April 23: Sports in a Post 9/11 World

Discussion Section, April 22

Assigned Readings:

Primary Sources

Read the oral argument and opinion announcement of the Supreme Court Case Nike, Inc v. Kasky

<https://www.oyez.org/cases/2002/02-575>

WEEK FIFTEEN

April 28: Social Media and Sports

April 30: Final Reflections

Discussion Section, April 29 ****Final Interview Due****

Final Exam Review