

Heroes and Amazons in Sports
History 201: Historian's Craft [33428]
Spring 2020
University of Wisconsin-Madison
B215 Van Vleck Hall, 480 Lincoln Drive
Tuesday and Thursday 2:30 PM – 3:45 PM

Professor: Ashley Brown, Ph.D.

E-mail Address: abrown62@wisc.edu

Office Address: 5105 Mosse Humanities Building, 455 N. Park Street

Office Hours: Tuesday 1:00 PM – 2:00 PM 5105 Humanities Building

Tuesday 5:30 PM – 6:30 PM 5105 Humanities Building

Canvas Link: <https://it.wisc.edu/services/canvas/> Click on the blue button on the right side of the screen.

Insert your NetID and password when prompted on the next page.

Course Instructional Mode: Face to face



Course Description

Sports are full of doubles. Double plays, double teaming, mixed doubles, triple-doubles, double-doubles, double axels, double bogeys, and double eagles to name only a few. Sports are also filled with double standards.

In this research seminar, we will use a series of case studies to examine the ways in which American society has constructed the concepts of heroism and social representation discursively, visually, and politically for male and female athletes between Reconstruction and the late twentieth century. We will read and analyze a variety of sources, including memoirs, newspaper articles, biographies, works of fiction, and film to understand the ways in which American publics have identified—or dismissed—sports figures as leaders worthy of celebration, people to be pilloried, or something in between on the grounds of race, gender, and sexual orientation as well as class and religion during turbulent times in American history.

This class emphasizes hands-on history. Students will be required to conduct historical research. Students will use their findings and apply readings—assigned for class and secondary scholarship undertaken independently—to produce a research proposal that could generate a work that contributes to understandings of how a community understood either a specific individual or a group among sportsmen and sportswomen in relation to heroism, social representation, celebrity, or a related topic.

Learning Outcomes and Goals for History 201

After reading the assigned texts, attending the seminar consistently, and actively participating in the class discussions, students will be able to

- 1) Develop and articulate questions, including those that may generate new directions for historical research and others that prompt productive group discussion.
- 2) Locate sources—primary and secondary—to support historical research.
- 3) Evaluate sources by assessing the perspective of producers, their credibility, and their utility.
- 4) Develop and present an original argument.
- 5) Plan further research after undergoing the process of making preliminary findings.
- 6) Communicate findings effectively formally and informally and in both written and oral form.

Workload

This 3-credit course meets as a group for 3 hours per week (according to UW-Madison's credit hour policy, each lecture counts as 1.5 hours). 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 6 hours per week for reading, writing, preparing for discussions, and/or studying for quizzes and exams for this course.

Assigned Texts

--Susan K. Cahn, *Coming on Strong: Gender and Sexuality in Women's Sport* (Urbana-Champaign: University of Illinois Press, 2015). ISBN-13 978-0252080647

--Susan E. Cayleff, *Babe: The Life and Legend of Babe Didrikson Zaharias* (Urbana: University of Illinois Press, 1996). ISBN-13 978-0252065934

--Mark Kurlansky, *Hank Greenberg: The Hero Who Didn't Want to Be One* (New Haven, CT: Yale University Press, 2011). ISBN-13: 978-0300192469

--Wayne C. Booth, *The Craft of Research, 4th Edition* (Chicago: University of Chicago Press, 2016). ISBN-13 978-0226239736

Assignments and Grading

- 20% Participation
- 5% First 2-Page Assessments of Selected Historical Writings [**Due on Thursday, February 13**]
- 5% Second 2-Page Assessments of Selected Historical Writings [**Due on Thursday, February 27**]
- 10% Third 2-Page Assessments of Selected Historical Writings [**Due on Tuesday, March 10**]
- 10% Oral Presentation #1 and Accompanying Oral Presentation #1
- 10% Oral Presentation #2 and Accompanying Paper
- 10% Oral Presentation #3 and Accompanying Paper
- 30% Final Paper: 15-Page Research Proposal

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

The statements on this syllabus apply to every student.

Attendance and Participation (20%)

Attendance is a basic expectation of college, essential to your success in this course, and a factor in determining your final letter grade. Professor Brown takes attendance in every class. Be sure to check your name off the attendance sheet when it is circulated around the classroom. You can miss up to 4 classes without penalty and for any reason. Documentation for absences is not required at any point during the semester. However, Professor Brown will deduct points from your participation grade for any absences beyond 4. If you must miss a substantial number of classes, consider the wisdom of remaining in the course. In fact, students who miss ten or more classes will not pass.

Remember that participation means more than simply being in the classroom. Come to class prepared to share your insights after engaging meaningfully with the assigned texts. Be an active participant, too.

Pass-Fail Option

If you take this course under what is generally considered “pass-fail,” you must submit all assignments and take all exams. Otherwise, you will not receive a passing grade.

Late Policy—Oral Presentations

Failure to give an oral presentation will result in a grade of zero.

Late Policy—Papers

Students can submit two (2) papers after the deadline. After that, Professor Brown will not accept any more papers that are not turned in on time. Late papers should be emailed to Professor Brown [abrown62@wisc.edu]. This ensures that she knows the day and time of submission.

Late papers will be penalized by a full letter grade for each delinquent day. For example, an A will become an AB. Assignments received after class are considered a full day late. Assignments submitted twenty-four hours after they are due are considered two days late, and so forth.

Formatting of Papers

All papers should be typed, double-spaced, and have one-inch margins. The required font is 12-point in Times New Roman. Students are expected to carefully review their papers for grammatical errors and other irregularities before submission.

Religious Holidays

Students should notify Professor Brown 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 608-265-5600 for more information. Mental Health Services can be accessed at 333 East Campus Mall (M, T, W, F: 8:30 a.m. – 5:00 PM, and Th: 9:30 a.m. - 5:00 PM)

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>

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/>

Our Learning Environment—A Note from Professor Brown

Civility, courteousness, and respect are expected of everyone involved in this course. The spaces that we occupy are intended to allow people of all gender identities and expressions, races, religions, national origins, immigration statuses, sexual orientations, classes, ages, abilities, places of birth and upbringing, and veteran and military statuses to thrive, participate, and exist without interference. Our collective goal is to strive for an educational setting in which those categories and markers of social status are not employed to create a hierarchy or assert dominance.

Sexual Harassment

Professor Brown supports the UW-Madison Policy on Sexual Harassment and Sexual Violence. For the complete document, see <https://compliance.wisc.edu/wp-content/uploads/sites/102/2018/01/UW-Madison-Policy-on-Sexual-Harassment-And-Sexual-Violence-January-2018.pdf>. Professor Brown strongly discourages students of any gender identity or who identify with any form of sexual orientation from remarking upon or offering what they believe to be “compliments” about the attire, appearance, or body type of any person in our classroom community, including fellow students or the professor herself. In short, reduce the likelihood of a “misunderstanding” by keeping your comments to yourself. Remember, too, that “no” really does mean “no.”

Technology in the Classroom

- 1) Audio or video recording class content is prohibited, absent prior written consent from Professor Brown. Failure to comply with this restriction may violate the university’s copyright policy and nonacademic misconduct code, specifically Wisconsin Administrative Code (UWS) ss. 17.09(11): “refusal to comply with a reasonable request on a university matter” and 17.09 (15): “violation of university rules.” As an exception to this prohibition, prior written consent from Professor Brown is not required for students who are authorized to record class content by a current Faculty Notification Letter issued by the McBurney Disability Resource Center and presented to Professor Brown by the Center.

Students may use laptops or tablets to take notes and guide their facilitations. Internet surfing, communicating on social media platforms, checking e-mail, watching videos, web browsing, and other recreational uses of technology are prohibited. Other electronic devices, including cell phones, are not to be used in class. In fact, cell phones have no place in our classroom during class time and students are not permitted to use them at all. Students who violate this policy will see their participation grade drop.

Schedule and Assignments

Changes to the syllabus, including assignments, lecture topics, office hours, and assignment dates, may occur.

Week 1

01/21

Course Overview and Getting Started

Syllabus: Assignments, Policies, Standards, and Expectations

01/23

What is Sports History?

Selections from the *Journal of American History*, June 2014.

--Adrian Burgos Jr., “Wait until Next Year: Sports History and the Quest for Respect,” 176-180, **Canvas**.

--Susan K. Cahn, “Turn, Turn, Turn: There is a Reason (for Sports History),” 181-183, **Canvas**.

--Rob Ruck, “The Field of Sports History at Critical Mass,” 192-194, **Canvas**.

--Amy Bass, “The Last Word on the State of Sports History,” 195-199, **Canvas**.

Week 2

01/28

Gender and History

Scholarship/Secondary Sources

--“Gender and Sport” from Jaime Schultz, *Women’s Sports* (New York: Oxford University Press, 2018), 41-52, **Canvas**.

On Research and Writing

--Richard Marius and Melvin E. Page, "Thinking about History," from *A Short Guide to Writing about History* (New York: Pearson Longman, 2005), 29-51, **Canvas**.

01/30 **The Manly Art, Race, and Dominance**

Scholarship/Secondary Sources

--Steven A. Riess, "Sport and the Redefinition of American Middle-Class Masculinity, 1840-1900," in *Major Problems in American Sport History*, ed. Steven Riess (Stamford, CT: Cengage Publishing, 2015), 194-203, **Canvas**.

--Elliott J. Gorn, "Manliness in the Squared Circle," from *Major Problems in American Sport History*, 259-268, **Canvas**.

Primary Sources

--Theodore Roosevelt, "The Strenuous Life," (1899), app. 10 pages, **Canvas**.

--"Theodore Roosevelt Explains How Sport Makes Boys into Men," 1900, app 2 pages, from *Major Problems in American Sport History*, **Canvas**.

--"Theodore Roosevelt Advocates Amateur Boxing," 1913, app. 2 pages, from *Major Problems in American Sport History*, **Canvas**.

Week 3 **Race, Gender, and the Concept of Civilization**

02/04

Scholarship/Secondary Sources

--Gail Bederman, "Remaking Manhood through Race and 'Civilization': The 1910 Jeffries-Johnson Fight and Its Impact," in *Major Problems in American Sport History*, 289-296, **Canvas**.

Primary Sources

--Booker T. Washington and Jack Johnson, "Race Men and Respectability," in *The Unlevel Playing Field: A Documentary History of the African American Experience in Sport*, ed. David K. Wiggins and Patrick B. Miller (Urbana: University of Illinois Press, 2005), 77-79, **Canvas**.

--W.E.B. Du Bois and Jack Johnson, "The Scholar's Pugilist and the Heavyweight Champ as Folk Here," in *The Unlevel Playing Field*, 79-82, **Canvas**.

02/06

Scholarship/Secondary Sources

--Susan K. Cahn, Chapter 1: "The New Type of Athletic Girl," Chapter 2: "Grass-roots Growth and Sexual Sensation in the Flapper Era," and Chapter 3: "The Battle Over Women's Competitive Sport," in *Coming on Strong: Gender and Sexuality in Twentieth-Century Women's Sport* (Cambridge: Harvard University Press, 1994), 7-82.

Primary Sources

--Dudley A. Sargent, "Are Athletics Making Girls Masculine?: A Practical Answer to a Question Every Girl Asks," from *Women and Sports in the United States: A Documentary Reader*, ed. Jean O'Reilly and Susan K. Cahn (Boston: Northeastern University Press, 2007), 56-58, **Canvas**.

--"Annie Londonderry Cycles around the World in 1894-1895," app 3 pages, from *Major Problems in American Sport History*, **Canvas**.

--"Ann O'Hagan Describes the Athletic American Girl in 1901," app. 3 pages, from *Major Problems in American Sport History*, **Canvas**.

Week 4**The Problem(s) of the Female Athlete**02/11Scholarship/Secondary Sources

--Susan K. Cahn, Chapter 4: "Order on the Court: The Campaign to Suppress Women's Basketball" in *Coming on Strong*.

****Class Visit to Wisconsin Historical Society (WHS)****

Primary Sources

None

02/13Scholarship/Secondary Sources

****Due: First 2-Page Assessment of Selected Historical Writings****

--Susan E. Cayleff, Introduction through Chapter 2, *Babe: The Life and Legend of Babe Didrikson Zaharias* (Urbana: University of Illinois Press, 1996).

Primary Sources

--1 Selected, Presented, and Analyzed by a Member of the Class

--1 Selected, Presented, and Analyzed by a Member of the Class

On Research and Writing

Wayne C. Booth, Part I. Prologue through "Writing is Thinking"

Week 5**The Other Babe**02/18Scholarship/Secondary Sources

--Susan E. Cayleff, Chapters 3 through 6, *Babe: The Life and Legend of Babe Didrikson Zaharias*.

--Rita Liberti, "Sport and Image among African American College Women in the 1920s and 1930s," in *Major Problems in American Sport History*, app 9 pages, **Canvas**.

Primary Sources

--1 Selected, Presented, and Analyzed by a Member of the Class

On Research and Writing

Wayne C. Booth, Part II. Prologue through Chapter 3.

02/20

Scholarship/Secondary Sources

--Susan E. Cayleff, Chapters 7 through 11, *Babe: The Life and Legend of Babe Didrikson Zaharias*.

Primary Sources

--1 Selected, Presented, and Analyzed by a Member of the Class

--1 Selected, Presented, and Analyzed by a Member of the Class

Week 6

Religious Faith, Masculinity, and Heroism

02/25

Scholarship/Secondary Sources

--Mark Kurlansky, Preface through Chapter 3, *Hank Greenberg: The Hero Who Didn't Want to Be One* (New Haven: Yale University Press, 2013).

Primary Sources

--1 Selected, Presented, and Analyzed by a Member of the Class

--1 Selected, Presented, and Analyzed by a Member of the Class

02/27

Scholarship/Secondary Sources****Due: Second 2-Page Assessment of Selected Historical Writings****

--Mark Kurlansky, Chapter 4 through Epilogue, *Hank Greenberg: The Hero Who Didn't Want to Be One*

Primary Sources

--1 Selected, Presented, and Analyzed by a Member of the Class

--1 Selected, Presented, and Analyzed by a Member of the Class

Week 7

Sportswomen on the National and International Stages in Times of War

03/03

Scholarship/Secondary Sources

--Susan K. Cahn, Chapter 6: "No Freaks, No Amazons, No Boyish Bobs: The All-American Girls Baseball League," in *Coming on Strong*, 140-163.

Primary Sources

--All-American Girls Professional Baseball League, Rules of Conduct, 1943-1954, app 2 pages, from *Women and Sports in the United States*, **Canvas**.

--1 Selected, Presented, and Analyzed by a Member of the Class

On Research and Writing

Wayne C. Booth, Part II, Chapter 4 and Chapter 5.

03/05

Scholarship/Secondary Sources

--Ashley Brown, "Swinging for the State Department: American Women Tennis Players in Diplomatic Goodwill Tours, 1941-59," *Journal of Sport History*, 42.3 (Fall 2015): 289-309, **Canvas**.

--Susan K. Cahn, Chapter 5: "'Cinderellas' of Sport: Black Women in Track and Field," in *Coming on Strong*, 110-139.

Primary Sources

--1 Selected, Presented, and Analyzed by a Member of the Class about Cahn's Chapter.

--1 Selected, Presented, and Analyzed by a Member of the Class about Cahn's Chapter.

Week 8

Gender, Power, and Politics in Sports

03/10

Scholarship/Secondary Sources

****Due: Third and Final 2-Page Assessment of Selected Historical Writings****

--Jeffrey Montez De Oca, "The 'Muscle Gap': Physical Education and U.S. Fears of a Depleted Masculinity, 1954-1963," in *East Plays West: Sport and the Cold War*, ed. Stephen Wagg and David L. Andrews (New York: Routledge, 2007), 123-149, **Canvas**.

Primary Sources

--John F. Kennedy, "The Soft American," *Sports Illustrated*, December 26, 1960, 15-23, **Access via Sports Illustrated website**.

--1 Selected, Presented, and Analyzed by a Member of the Class

--1 Selected, Presented, and Analyzed by a Member of the Class

03/12

Scholarship/Secondary Sources

--Susan K. Cahn, Chapter 8: "Play It, Don't Say It: Lesbian Identity and Community in Women's Sport," in *Coming on Strong*, 185-206.

Primary Sources

--Billie Jean King with Frank Deford, *Billie Jean* (New York: Viking Press, 1982), 1-40, **Canvas**.

Week 903/17**Spring Break**On Research and Writing

Wayne C. Booth, "Making an Argument," Chapter 7 through Chapter 9

03/19**Spring Break**On Research and Writing

Wayne C. Booth, "Making an Argument," Chapter 10 through Chapter 11

Week 1003/24Scholarship/Secondary Sources

--Susan Birrell and Cheryl L. Cole, "Double Fault: Renee Richards and the Construction and Naturalization of Difference," in *Reading Sport: Critical Essay on Power and Representation*, ed. Susan Birrell and Mary G. McDonald (Boston: Northeastern University Press, 2000), 279-310, **Canvas**.

--Mary McDonald, "'Miraculous' Masculinity Meets Militarization: Narrating the 1980 USSR-US Men's Olympic Ice Hockey Match and Cold War Politics," in *East Plays West*, 222-234, **Canvas**.

--1 Selected, Presented, and Analyzed by a Member of the Class

--1 Selected, Presented, and Analyzed by a Member of the Class

03/26

Student Presentations

Week 1103/31**Research**

Student Presentations

04/02

Student Presentations

Week 1204/07**Title IX and Research**Scholarship/Secondary Sources

--Ronald A. Smith, "Title IX and Government Reform in Women's Athletics," in *Major Problems in American Sports History*, app. 9 pages, **Canvas**.

Primary Sources

From *Major Problems in American Sports History*

--"Title IX of the Education Amendment of 1972, Its Components, and the Three Prong Rule," 351-355, **Canvas**.

--“Baylor University Athletic Director Grant Teaff Criticizes the Impact of Title IX on Intercollegiate Football, 1993,” 355-357, **Canvas**.

--“Brown University Sued for Violating Title IX, 1996,” 357-359, **Canvas**.

04/09 Students Devote 75 minutes to Research. Strongly Encouraged to Return to WHS.

Week 13

Research

04/14

Return to Wisconsin Historical Society

04/16

Student Presentations

Week 14

Research

04/21

Student Presentations

04/23

Student Presentations

Week 15

Research

04/28

Scholarship/Secondary Sources

--Nick Trujillo, “Hegemonic Masculinity on the Mound: Media Representations of Nolan Ryan and American Sports Culture,” in *Reading Sport*, 14-39, **Canvas**.

On Research and Writing

Wayne C. Booth, Part IV, “Preparing to Draft, Drafting, and Revising,” Chapters 12 and 13.

04/30

Reflections on the Historian’s Craft and Why It Matters, and What You Have Learned

On Research and Writing

Wayne C. Booth, Part IV, “Preparing to Draft, Drafting, and Revising,” Chapter 14.