
SPORT, RECREATION AND SOCIETY IN THE U.S.

HISTORY 249—PROF. SEAN DINCES

DEPARTMENT OF HISTORY, UW-MADISON—SPRING 2015



LOGISTICS

Lectures: Tues/Thurs, 2:30 - 3:45 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 social 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 cultural, political, and economic history. Students will engage with serious historical debates about sport’s relationship to American capitalism, 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, and ideologies that have shaped the history of American sport since the colonial era.
- ✓ 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.
- ✓ Learn to recognize and critique 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.
- ✓ Develop writing and public speaking skills.

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

Fountain, Ben. *Billy Lynn's Long Half-Time Walk*. New York: Ecco, 2012.

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

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*. 2nd Ed. Boston, MA: Houghton Mifflin, 1997.

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 lecture and 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 six (6) unannounced, multiple-choice scantron quizzes in lecture. There are no make-up quizzes. Your lowest quiz grade will be dropped.
- ✓ **Midterms-** Two in-class midterm examinations. Both exams will be short-answer format. Midterm #1 is scheduled for March 3rd. Midterm #2 is scheduled for April 14th.
- ✓ **4-5 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 4-5 page paper written outside of class. The paper is due at the start of class on Tuesday, May 5th.
- ✓ **Final Exam-** The final exam will consist of a short answer and essay component. The essay component will be cumulative. The

* All texts are available for purchase at the University Book Store, and available on course reserve for 3-hour checkout at College Library.

final exam is scheduled for the morning of May 13th, 7:45 AM – 9:45 AM.

READ THIS!

Arrangements for **MAKE-UP EXAMS** or **ALTERNATE EXAM TIMES** will be made **only** in the following cases:

- Your UW athletic team is scheduled to compete on exam day.
- You have a documented medical or family emergency which prevents you from attending class on exam day.
- For the final, if you have three final exams scheduled for May 13th (if this is the case, you must notify me directly before the end of January in order to make appropriate arrangements).

Alternate exams will not be arranged to accommodate job interviews or travel itineraries for spring or summer breaks.

GRADING

Grades will be determined using the following weights:

✓ Participation	20%
✓ Pop-quizzes (lowest grade dropped)	10%
✓ Midterm #1	15%
✓ Midterm #2	15%
✓ 4-5 Page Paper	20%
✓ Final Exam	20%

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

Grading Scale:

A	=	92.5+
AB	=	87.5-92.4
B	=	82.5-87.4
BC	=	77.5-82.4
C	=	70-77.4
D	=	60-69.4
F	=	Below 60

It is your responsibility to keep track of your grade in this course using the “HIS249 Grade Tracker” downloadable at Learn@UW. The spreadsheet begins with the assumption of 100% on every assignment. As we move through the course, entering your actual grades on assignments will show you your final grade presuming that you score perfectly on everything that remains. Grades will be recorded on exams and papers (which will be handed back to you in section). Moreover, you will be able to track your

quiz performance on your own, as we will quickly review the answers in class after each quiz. It is not the job of the TAs or myself to keep you updated on your grade throughout the semester. If you desire updates, you must keep track of your scores yourself—THEY WILL NOT BE LISTED ON LEARN@UW. You can also use the spreadsheet to simulate different grade outcomes based on future assignments. Keep in mind, however, that participation grades will not be determined until the end of the semester.

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

I encourage you to study together for examinations. However, you MAY NOT work together on individual paper assignments.

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 arguments free from interruption, ridicule, or other adverse consequences. Students (and instructors) should express arguments in a civil fashion and without aggressive repetition. Everyone’s goal should be to participate in—but not dominate—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>).

READ THIS, TOO! In-Class Use of Technology. Use of laptops, cellphones, and other electronic/wired devices is strictly prohibited in lecture and discussion section. This is not an arbitrary policy. Study after study indicates that taking notes by hand leads to more effective retention and analysis of information presented in class. Moreover, when you use a laptop, cell phone, or tablet in lecture, it not only distracts you, but also those around you. The bottom line here: be an adult. If something on your computer or cell phone is more important than lecture, than do not attend. If you attend and insist of making use of these devices, you will be asked to leave and your participation grade will suffer.

Of course, accommodations will be made for students who require in-class use of a laptop for reasons documented by McBurney Center (see me or your TA if this is an issue).

SUMMARY OF IMPORTANT DATES

Midterm #1	March 3rd (in-class)
Midterm #2	April 14th (in-class)
4-5-Page Paper	May 5th (beginning of class)
Final Exam	May 13th (7:45- 9:45 AM, classroom TBD)

LECTURE AND READING SCHEDULE[†]

INTRODUCTIONS AND FOUNDATIONS

Week 1, Jan. 20th, 22nd & 27th- American Sport to the Civil War

Reading due in following sections: Jan. 23rd (Fri.), Jan. 26th (Mon.), Jan 27th (Tues.), Jan 28th (Wed.), Jan. 29th (Thurs.)

Secondary Source Reading:

- ✓ Timothy Breen (1977), "The Cultural Significance of Gambling Among the Gentry of Virginia" (pp. 36-43).
- ✓ Elliott Gorn (1985), "The Social Significance of Gouging in the Southern Backcountry" (pp. 64-72).
- ✦ 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. 27-29).
- ✓ "Restrictive Sabbath Statutes of Colonial Massachusetts" (p. 29-30).
- ✓ "Horace Greeley Decries the Slaughter of Boxer Thomas McCoy, 1842" (pp. 55-57).
- ✓ "The *New York Herald* Reports on 'The Great Contest: Fashion v. Peytona,' 1845" (pp. 59-63).

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

Week 2, Jan. 29th & Feb. 3rd- Sport, Manhood, and Class in the Post-Bellum U.S.

Reading due in following sections: Jan. 30th (Fri.), Feb. 2nd (Mon.), Feb. 3rd (Tues.), Feb. 4th (Wed.), Feb. 5th (Thurs.)

Secondary Source Reading:

- ✓ Donald Mrozek (1983), "Sporting Life as Consumption" (pp. 186-194).
- ✓ Warren Goldstein, *Playing for Keeps*, Chapters 3-5 (pp. 43-100).

Primary Source Readings:

- ✓ "The *New York Times* Reports on an International Match: The Harvard-Oxford Boat Race, 1869" (pp. 119-120).
- ✓ "Coach Walter Camp on Sportsmanship, 1893" (pp. 114-116).

[†] Readings with a ✓ next to them are from the *Major Problems* text (page numbers correspond to *Major Problems*, not the original source). A ✦ indicates one of the outside texts other than *Major Problems*.

Week 3, Feb. 5th & Feb. 10th- Sport, Consumption, and Profit at the Turn of the Century

Reading due in following sections: Feb. 6th (Fri.), Feb. 9th (Mon.), Feb. 10th (Tues.), Feb. 11th (Wed.), Feb. 12th (Thurs.)

Secondary Source Readings:

- ✓ Guy Reel (2001), "Richard Fox and the Modernization of the Squared Circle in the Late Nineteenth Century" (pp. 225-234).
- ✦ Warren Goldstein, *Playing for Keeps*, Chapters 6-8, Epilogue (pp. 101-155).

Primary Source Readings

- ✓ "The *New York Sun's* Portrayal of a Typical Baseball Crowd, 1884," (pp. 207-208).
- ✓ "John Montgomery Ward Asks, 'Is the Baseball Player a Chattel?' " (pp. 216-218).
- ✓ "Supreme Court Justice Oliver Wendell Homes, Jr., Explains Why Baseball Is Not Subject to Antitrust Laws, 1922" (p. 215-216).

Week 4, Feb. 12th & Feb. 17th- Sport and the Rise of the American City

Reading due in following sections: Feb. 13th (Fri.), Feb. 16th (Mon.), Feb. 17th (Tues.), Feb. 18th (Wed.), Feb. 19th (Thurs.)

Secondary Source Readings:

- ✓ Stephen Hardy (1982), "Urbanization and the Rise of Sport" (pp. 8-14).
- ✓ Steven Riess (1988), "Professional Sports and New York's Tammany Machine, 1890-1820" (pp. 164-173).

Primary Source Readings:

- ✓ "The *New York Times* Lauds Baseball and Community Pride, 1888" (pp. 150-152).
- ✓ "The *New York Times* Considers Madison Square Garden as a Civic Institution, 1900" (pp. 152-153).
- ✓ Barney Ross, "The Mean Streets of Chicago in the 1920s and the Making of a Prize Fighter" (p. 155)

Week 5, Feb. 19th & Feb. 24th- Race and Sport at the Turn of the Century

Reading due in following sections: Feb. 20th (Fri.), Feb. 23rd (Mon.), Feb. 24th (Tues.), Feb. 25th (Wed.), Feb. 26th (Thurs.)

Secondary Source Readings:

- ✓ Gail Bederman, "Remaking Manhood through Race and 'Civilization': The 1910 Jeffries-Johnson Fight and its Impact" (pp. 289-296).

Primary Source Readings:

- ✓ “The *Outlook*’s Dismay with Indian Sportsman Jim Thorpe and Forfeiture of his Olympic Medals” (pp. 279-281).
- ✓ “Prejudice Against African-American Ballplayers in the St. Louis *Post-Dispatch*” (pp. 281-282).
- ✓ “The Chicago Commission on Race Relations Examines Racial Contacts in Recreation in the Late 1910s” (pp. 283-284).
- ✓ W. Montague Cobb (1936), “Is There a Connection Between Race and Speed?” (pp. 286-289).

Multimedia:

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

Week 7, Feb. 26th & Mar. 3rd- Womanhood and Sport at the Turn of the Century

*****MIDTERM #1 (COVERS MATERIAL THROUGH END OF UNIT 1) MARCH 3rd IN CLASS *****

Reading due in following sections: Feb. 27th (Fri.), Mar. 2nd (Mon.), Mar. 3rd (Tues.), Mar. 4th (Wed.), Mar. 5th (Thurs.)

Secondary Source Readings:

- ✓ Rita Liberti (1999), “Sport and Image among African-American College Women in the 1920s and 1930s” (pp. 267-275).

Primary Source Readings:

- ✓ “Anne O’Hagan Describes the Athletic American Girl in 1901” (pp. 248-251).
- ✓ “Dr. Dudley Sargent Asks, ‘Are Athletics Making Girls Masculine?’ ” (pp. 254-256).
- ✓ “The Early Career of Car Racer Joan N. Cuneo” (pp, 256-258).

UNIT 2- Sport, Economic Crisis, War, and Postwar “Prosperity,” 1932-1968

Week 8, Mar. 5th & Mar. 10th- American Sport in Depression and War (“Hot” and “Cold”)

Reading due in following sections: Mar. 6th (Fri.), Mar. 9th (Mon.), Mar. 10th (Tues.), Mar. 11th (Wed.), Mar. 12th (Thurs.)

Secondary Source Readings:

- ✓ Susan Cayleff, “Babe Didrikson Zaharias: The ‘Texas Tomboy’ ” (pp. 326-331).
- ✓ Susan Cahn, “The All-American Girls Baseball League, 1943-1954” (pp. 359-368).
- ✦ Michael Lenehan, *Ramblers* (pp. 1-48).

Primary Source Readings:

- ✓ President John F. Kennedy, "Physical Fitness and National Security, 1960" (pp. 464-465).

Multimedia:

- ⊙ Watch *A League of Their Own*.

Week 9, Mar. 12th & Mar. 17th- Sport and the Struggle for Desegregation after the War

Reading due in following sections: Mar. 13th (Fri.), Mar. 16th (Mon.), Mar. 17th (Tues.), Mar. 18th (Wed.), Mar. 19th (Thurs.)

Secondary Source Readings:

- ✦ Michael Lenehan, *Ramblers* (pp. 49-130).

Week 10, Mar. 19th & Mar. 24th- Markets, Mass Media, and the Postwar Sports Business

Reading due in following sections: Mar. 20th (Fri.), Mar. 23rd (Mon.), Mar. 24th (Tues.), Mar. 25th (Wed.), Mar. 26th (Thurs.)

Secondary Source Readings:

- ✓ Michael Oriard (2009), "The NCAA Monopoly: Revenue, Reform, and Exploitation" (pp. 426-434).
- ✦ Michael Lenehan, *Ramblers* (pp. 131-204).

Primary Source Readings:

- ✓ "Norris Poulson Reveals How Los Angeles Got the Brooklyn Dodgers in 1958" (pp. 409-412).

Multimedia:

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

UNIT 3- Sport and Postwar Social Movements, 1967-1976

Week 11, Mar. 26th & Apr. 7th- Sport and Black Radicalism

Reading due in following sections: Mar. 27th (Fri.), Apr. 6th (Mon.), Apr. 7th (Tues.), Apr. 8th (Wed.), Apr. 9th (Thurs.)

Secondary Source Readings:

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

Primary Source Readings:

- ✓ “The Thoughts of Muhammad Ali in Exile, c. 1967” (pp. 384-385).
- ✓ “Harry Edwards Reviews the Making of the Black Athletic Revolt, 1967” (pp. 385-386).

Week 12, Apr. 9th & Apr. 14th- Sport, Sexuality, and Second Wave Feminism

*****MIDTERM #2 (COVERS MATERIAL THROUGH END OF UNIT 2) APRIL 14th IN CLASS *****

Reading due in following sections: Apr. 10th (Fri.), Apr. 13rd (Mon.), Apr. 14th (Tues.), Apr. 15th (Wed.), Apr. 16th (Thurs.)

Secondary Source Readings:

- ✓ Ronald Smith (2011), “Title IX and Government Reform in Women’s Athletics” (pp. 368-376).
- ✓ Start *Billie Lynn’s Long Halftime Walk*.

Primary Source Readings:

- ✓ “Billie Jean King Remembers Life as an Outsider in the 1950s and 1960s” (pp. 347-351).
- ✓ “Title IX of the Education Amendment of 1972, Its Components, and the Three Prong Rule,” (pp. 351-355).
- ✓ “Baylor University Athletic Director Grant Teaff Criticized the Impact of Title IX on Intercollegiate Football, 1993” (pp.355-357).
- ✓ “Brown University Sued for Violating Title IX, 1996” (pp.357-358).

Multimedia:

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

Week 13, Apr. 16th and Apr. 21st- Free Agency and the Shifting Ground of Sports Labor

Reading due in following sections: Apr. 17th (Fri.), Apr. 20th (Mon.), Apr. 21st (Tues.), Apr. 22nd (Wed.), Apr. 23rd (Thurs.)

Secondary Source Readings:

- ✦ Ben Fountain, *Billie Lynn’s Long Halftime Walk* (pp. 1-107).

Primary Source Readings:

- ✓ “Justice Thurgood Marshall Dissents in the Curt Flood Case, 1972” (pp. 412-413)
- ✓ “The Arbitrator’s Ruling in the Case of John A. Messersmith and David A. McNally and the Coming of Free Agency in 1975” (pp. 413- 417).

UNIT 4- Sport and American Capitalism, 1976-Present

Week 14, Apr. 23rd & Apr. 28th- The Sports-Media Complex and “Neoliberal” Ideology

Reading due in following sections: Apr. 24th (Fri.), Apr. 27th (Mon.), Apr. 28th (Tues.), Apr. 29th (Wed.), April 30th (Thurs.)

Secondary Source Readings:

- ✦ Ben Fountain, *Billie Lynn’s Long Halftime Walk* (pp. 108-225).

Week 15, Apr. 30th & May 5th- Sport and the Crisis of the Post-Industrial City

*****HARD COPIES OF PAPER DUE MAY 5TH AT BEGINNING OF CLASS*****

Reading due in following sections: May 1st (Fri.), May 4th (Mon.), May 5th (Tues.), May 6th (Wed.), May 7th (Thurs.)

Secondary Source Readings:

- ✦ Ben Fountain, *Billie Lynn’s Long Halftime Walk* (pp. 226-307).

Primary Source Readings:

- ✓ “Congressmen Dennis Kucinich on the Failure of Stadiums and Arenas to Positively Impact Their City’s Economy, 2007” (pp. 423-424).
- ✓ “The Value of Major League Sports Franchises, 2000-2012” (p. 425).

*****FINAL REVIEW, MAY 7th, IN-CLASS*****

*****FINAL EXAM, MAY 13th, 7:45 AM - 9:45 AM *****