
SPORT AND THE CITY

ADVANCED SEMINAR IN HISTORY (HISTORY 600)—ASST. PROF. SEAN DINCES

DEPARTMENT OF HISTORY, UW-MADISON—FALL 2014

LOGISTICS

Seminar Meetings: Mondays, 1:20-3:15 PM, 5245 Mosse Humanities

Prof. Dinces's contact information:

- Office number: 5118 Mosse Humanities
- Office phone: (608) 263-1850
- E-mail: dinces@wisc.edu

Office hours: Wednesday, 1-3 PM (or by appointment)

DESCRIPTION

Today it's cliché for fans, journalists, and scholars alike to marvel at the "globalization" of the sports industry. Given the rapid expansion of internationally televised contests and the proliferation of carefully branded athletic celebrities, it can be easy to forget that the games we watch and play have historically been—and continue to be—firmly grounded in the cities where they are produced. For well over a century, both spectator and participant sports have been at the center of urban transformation and growth, whether as part of processes of immigrant "assimilation," the cultivation of civic identities, or the physical re-making of neighborhoods through increasingly massive stadium developments. In this seminar, we will ask: How has sport shaped and been shaped by the process of modern city-building? The first eight weeks of the semester will involve three parallel endeavors: 1) reading secondary source material in order to understand the art of historical debate, 2) learning the nuts and bolts of historical research, 3) identifying research topics and source materials. The remainder will be devoted to drafting and refining research papers.

OBJECTIVES

Students in this course will:

- ✓ Become familiar with a cross-section of existing research dealing with the intersection of urban history and sports history.
- ✓ Learn the meaning of "historiography" and its relevance to producing original research.
- ✓ Develop strategies for identifying and evaluating relevant secondary and primary source material.
- ✓ Learn how to conduct research in historical archives and with digital/online collections.
- ✓ Develop a systematic approach to writing a research paper that makes an original contribution to the field.
- ✓ Develop editing and presentation skills.

COURSE TEXTS*

REQUIRED

Graff, Gerald and Cathy Birkenstein. *They Say/I Say: The Moves that Matter in Academic Writing*. 2nd ed. New York, NY: W.W. Norton, 2012.

Maurius, Richard and Melvin Page. *A Short Guide to Writing About History*. 8th ed. New York, NY: Pearson Longman, 2011.

Wiltse, Jeff. *Contested Waters: A Social History of Swimming Pools in America*. Chapel Hill, NC: University of North Carolina Press, 2010.

RECOMMENDED

Lasch, Christopher. *Plain Style: A Guide to Written English*. Philadelphia, PA: University of Pennsylvania Press, 2002.

Strunk, William Jr., E.B. White, and Roger Angell. *The Elements of Style*. 4th ed. New York, NY: Longman, 1999.

Turabian, Kate. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 8th ed. Chicago, IL: University of Chicago Press, 2013.

RELEVANT (NON-ACADEMIC) WEB CONTENT

Chicago Sport and Society (<http://www.chicagosportandsociety.com/>)

Field of Schemes (<http://www.fieldofschemes.com/>)

* Required texts are available for purchase at Rainbow Bookstore (426 W. Gilman St.).

- REQUIREMENTS** Passing this course is contingent upon completion of *all* of the following requirements (further details will be provided in class):
- ✓ **Entrance and Exit Surveys**- In weeks 1 and 14 you will receive an online survey from the history department.
 - ✓ **Attendance at “Introduction to Historical Research” Session with Lisa Saywell**- Lisa Saywell, History Librarian at Memorial Library, generously offers special evening sessions which will familiarize you with strategies for identifying and accessing primary and secondary source material in both digital and hard-copy form. Schedules for the sessions will be published on the Memorial Library website. Attendance at one of the sessions is mandatory and part of your participation grade.
 - ✓ **Reading Responses**- In weeks 5-8, you will submit brief reading responses with a partner (I will provide a template in class).
 - ✓ **Book Review Presentation**- In week 5, you will make a 5-7 minute presentation discussing an academic book review of one the secondary sources you are using for your research paper.
 - ✓ **Annotated Bibliographies**- You will submit a secondary source bibliography (week 6) with at least eight sources, and a primary source bibliography (week 7) with your five best sources.
 - ✓ **Outline**- A detailed outline (with working introduction) is due in week 8.
 - ✓ **Final Presentations**- In weeks 11 and 12, each student will make a 10-minute presentation on their polished drafts.
 - ✓ **Draft Paper**- A polished draft is due the week in which you present. Including footnotes, drafts should be no less than 18 pages, and no longer than 25.
 - ✓ **Final Paper**- Final drafts are due December 11th.
 - ✓ **Participation**- Your success in this class depends on consistent attendance, timely completion of assignments, and active engagement with and contribution to in-class discussion. Peer feedback and review are essential components of the course; failure to participate fully will hold everyone back.

PAPER TOPICS Any place-specific history of sport is an acceptable topic. For example, you might be interested in researching the local history of snowmobiling in Wisconsin, or of rural sporting clubs/organizations. There are plenty of directions to go in; don't feel as if you have to replicate the types of case studies we read in class.

GRADING

Grades will be determined using the following weights (“participation” includes all non-graded assignments, such as topic submissions and one-on-one consultations):

✓ Participation	30%
✓ Reading Responses	5%
✓ Bibliographies and Book Review Presentation	10%
✓ Outlines	10%
✓ Final Presentation/Critique	5%
✓ Draft Paper	20%
✓ Final Paper	20%

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

Late work will result in automatic deductions from your participation grade. For any assignment (regardless of weighting), each day of tardiness will result in a *one percentage point* deduction from your participation grade. Trust me, this will add up quickly! Anything submitted after the stated deadline is “one day” late. Anything submitted more than 24 hours after the stated deadline is “two days” late.

Attendance of class meetings is mandatory. Each unexcused absence will result in an automatic *five percentage point* deduction from your participation grade. If you have a personal or medical emergency, please bring it to my attention before class if at all possible.

I am 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. 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/>).

You are welcome to and encouraged to supplement the feedback from class and individual consultations by taking advantage of the resources available through the Writing Center. For more information, see: <http://www.writing.wisc.edu/>.

SEMINAR SCHEDULE[†]

Week 1, September 8th- Introductions and Course Objectives

Goals:

- ✓ Establish ground rules and expectations for the semester.
- ✓ Discuss briefly the range of acceptable research topics.
- ✓ Learn about each other!

Readings:

- ✦ Maurius and Page, Chapter 1.
- ⊙ Stephen Hardy, "The City and the Rise of Sport," in *How Boston Played: Sport, Recreation, and Community, 1865-1915* (Boston, MA: Northeastern University Press, 1982), 3-20.

Assignments Due:

- ✓ Complete online survey from history department before first class meeting.

[†] Readings with a ✦ next to them are from purchased course texts. Readings with a ⊙ next to them are contained in the course reader.

Week 2, September 15th- The Art of Historical Argument

Goals:

- ✓ Understand what historians mean when they use the word “historiography.”
- ✓ Understand the difference(s) between popular history and academic history.
- ✓ Get a feel for how historians “talk to each other” through their work.
- ✓ Help one another with the process of deciding on a research question.

Readings:

- ✦ Graff and Birkenstein, Introduction + Chapters 1-2.
- ⊙ Steven Riess, “Introduction: Sport and the City,” in *City Games: The Evolution of American Urban Society and the Rise of Sport* (Urbana, IL: University of Illinois Press, 1989), 1-9.
- ⊙ Elliott Gorn, “Doing Sports History [Review of Riess],” *Reviews in American History* 18, no. 1 (March 1990), 27-32.

Assignments Due:

- ✓ Be prepared to discuss the following questions:
 - Based on his introduction, how would you summarize the argument of Riess’s book?
 - For what reasons does Gorn take issue with the book in his review?
- ✓ Spend some time exploring potential research topics using one or all of the following websites (URLs are provided at Learn@UW):
 - *ArCat* (online catalog for the Wisconsin State Historical Society)
 - *LA84 Foundation Digital Library Collection* (this site contains full texts of official reports from the Olympic Games as well as several sports-related magazines as far back as the late nineteenth century)
 - *Library of Congress Digital Collections: American History and Culture* (check out the “Sports & Recreation” section)
 - *ProQuest Historical Newspapers*
 - *Rodney Fort’s Sports Business Data* (extensive data on historical attendance figures, team financial data, player salaries, etc.)
- ✓ Come to class prepared to give a brief (3-5 minute) presentation on potential research topics. Things to share with the class include:
 - At least one potential topic
 - Ideas on where you might find the primary sources you need
 - General areas of interest in case your first topic does not pan out

Week 3, September 22nd- Digital and Online Research (Lisa Saywell, Memorial Library)

Goals

- ✓ Understand the strengths and limitations of digital/online research.
- ✓ By the end of class, have a good sense of which online resources you will have to consult for your project.

Assignments Due:

- ✓ Meet in Memorial Library 231 (classroom on 2nd floor).
- ✓ Come prepared with questions for Lisa Saywell.
- ✓ Submit a short statement of your tentative research question to Learn@UW no later than 3:30 PM on September 21st. Be as specific as possible, and make note of any relevant archives, special collections, or online resources that you have come across thus far. This should be 1-2 paragraphs.

Week 4, September 29th- Archival Sources (Historical Society Visit)

Goals

- ✓ Learn what it means to conduct original archival research.
- ✓ Narrow down your research question.

Readings

- ✦ Maurius and Page, Chapter 3.

Assignments Due:

- ✓ Meet in the foyer of the Wisconsin State Historical Society.
- ✓ Come prepared with questions for Lee Grady (archivist).
- ✓ Before leaving the Historical Society, sign up for an individual meeting with me during Week 4 to discuss your tentative topics. The meeting must take place between the end of class on Sept. 29th and close of business on October 3rd.

Week 5, October 6th- Refining Research Questions & Assessing Secondary Sources

Goals

- ✓ Provide peer feedback on research questions.
- ✓ Understand how to use book reviews to help evaluate secondary sources.
- ✓ Practice evaluating secondary sources by discussing the following questions about *Contested Waters*:
 - What is Wiltse's central argument, and how does this add to or reshape what historians already know/think?
 - With which scholars is Wiltse in conversation?
 - What type of evidence does Wiltse use to support his argument(s)? (Dive into the footnotes!)

Readings:

- ✦ Maurius and Page, Chapter 2.
- ✦ Wiltse, *Contested Waters*, 1-86

Assignments Due:

- ✓ Submit refined research topic/question via Learn@UW no later than 3:30 PM on October 5th.
- ✓ Be prepared to provide a brief, informal presentation on your topic to your peers (3 minutes). Include a short description of the major primary sources you intend to analyze.
- ✓ With your partner, submit your reading response on the first half of Wiltse via Learn@UW no later than 10 PM on October 5th.
- ✓ Use JSTOR to find a book review that discusses one of your secondary sources. Make a brief, 5-minute presentation to the class which summarizes the book review. Make sure to paraphrase the reviewer's summary of the argument, whether or not they highlight particular evidence, what they claim the book does well, and any criticisms offered.

Week 6, October 13th- Assessing Secondary Sources (cont'd) and Building Bibliographies

Goals:

- ✓ Provide peer feedback on secondary source bibliographies.
- ✓ Continue our discussion of Wiltse as a secondary source.

Readings:

- ✦ Maurius and Page, Chapter 6.
- ✦ Wiltse, *Contested Waters*, 87-213

Assignments Due:

- ✓ Submit a secondary source annotated bibliography with at least 8 sources via Learn@UW no later than 3:30 PM on October 12th. **Bring one hard copy to class.**
- ✓ With your partner, submit your reading response on the second half of Wiltse via Learn@UW no later than 10 PM on October 12th.

Week 7, October 20th- The Debate over Stadiums in the Immediate Postwar Period

Goals

- ✓ Provide peer feedback on primary source bibliographies.
- ✓ Discuss how Lisle's perspective on the history of stadiums in the immediate postwar period challenges or complicates Sandel's take on "skyboxification."

Readings:

- ⊙ Michael Sandel, *What Money Can't Buy: The Moral Limits of Markets* (New York: Farrar, Straus, & Giroux, 2012), Ch. 5.
- ⊙ Benjamin Lisle, " 'We Make a Big Effort to Bring Out the Ladies': Visual Representations of Women in the Modern American Stadium," *International Journal of the History of Sport* (2011).

Assignments Due

- ✓ Submit an annotated bibliography of your five best primary sources up to this point via Learn@UW no later than 3:30 PM on October 19th.
- ✓ Submit reading responses on Sandel and Lisle via Learn@UW no later than 10 PM on October 19th.
- ✓ **Bring 15 copies** of your best primary source (or key page from that primary source) and be ready to explain its relevance to your research topic and thesis. If you need assistance with copies, see me.

Week 8, October 27th- Stadiums and Neighborhoods in the Post-Industrial City

Goals

- ✓ Provide peer feedback on outlines/introductions.
- ✓ Discuss why/how von Hoffman and Spirou/Bennett reach very different conclusions about the history of the United Center development.

Readings:

- ✦ Maurius and Page, Chapter 4.
- ⊙ Alexander von Hoffman, "In the Rust Belt: Can the Ghetto Be Rebuilt?," in *House By House, Block by Block: The Rebirth of America's Urban Neighborhoods* (New York, NY: Oxford University Press, 2003), 111-114, 144-158.
- ⊙ Costas Spirou and Larry Bennett, "Redeveloping the Near West Side," in *It's Hardly Sportin': Stadiums, Neighborhoods, and the New Chicago* (DeKalb, IL: Northern Illinois University Press, 2003), 142-164.

Assignments Due

- ✓ Submit an introduction and detailed outline via Learn@UW by 3:30 PM on October 26th. **Bring 4 hard copies with you to class.**
- ✓ Submit reading responses on von Hoffman and Spirou/Bennett via Learn@UW no later than 10 PM on October 26th.
- ✓ Be prepared to provide feedback on your peer's introductions/outlines.

Week 9, November 3rd- Check-Ins (Half-class)

Goals

- ✓ Clarify expectations for rough drafts.
- ✓ Discuss common stylistic mistakes in history writing.

Readings:

- ✦ Maurius and Page, Chapter 5.
- ⊙ Christopher Lasch, "Characteristics of Bad Writing," in *The Plain Style: A Guide to Written English* (Philadelphia: University of Pennsylvania Press, 2002), 75-92.

Assignments Due:

- ✓ Write! Write! Write!
- ✓ See me individually if necessary.

Week 10, November 10th- No class

Assignments Due:

- ✓ Write! Write! Write!
- ✓ See me individually if necessary.

Week 11, November 17th- Presentations (Round 1)

Goals:

- ✓ Articulate the argument of your paper and relevant methodology in concise, clear language.
- ✓ Provide constructive feedback to your peers in preparation for the revision process.

Assignments Due:

- ✓ Presenters: Give a 10-minute presentation of your completed research and findings to the class. Presenters must upload a polished paper draft (with footnotes and bibliography) via Learn@UW and e-mail a copy to their partner (with Prof. D CC'd) no later than **FRIDAY, November 14th at 7 PM**.
- ✓ Non-presenters: Closely read your partner's draft over the weekend and come prepared to provide 3-5 minutes of constructive feedback. E-mail a one-page, double-spaced critique of the paper to your partner (with Prof. D CC'd) *before* class.

Week 12, November 24th- Presentations (Round 2)

Goals:

- ✓ (see previous week)

Assignments Due:

- ✓ Presenters: Give a 10-minute presentation of your completed research and findings to the class. Presenters must upload a polished paper draft (with footnotes and bibliography) via Learn@UW and e-mail a copy to their partner (with Prof. D CC'd) no later than **FRIDAY, November 21st at 7 PM**.
- ✓ Non-presenters: Closely read your partner's draft over the weekend and come prepared to provide 3-5 minutes of constructive feedback. E-mail a one-page, double-spaced critique of the paper to your partner (with Prof. D CC'd) *before* class.

Week 13, December 1st- Revisions (no class)

Week 14, December 8th- Revisions (no class)

December 11- Final Submissions (no class)

Assignments Due:

- ✓ Submit your final drafts via Learn@UW by 7 PM.
- ✓ Complete the History Department exit survey online (you will not receive a grade in the course until the survey is completed).