Sport, Recreation, and Society
History 136 [43967]
Fall 2018
University of Wisconsin-Madison
1131 Mosse Humanities Building, 455 N. Park Street
Tuesday and Thursday 4:00 – 5:15 p.m.

Professor: Ashley Brown, Ph.D.
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Office Address: 5105 Mosse Humanities Building, 455 N. Park Street
Office Hours: Monday 2:15 - 3:15 p.m. and Tuesday 2:15 - 3:15 p.m
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

Teaching Assistant: Michael Kaelin
E-mail Address: mpkaelin@wisc.edu
Office Address: 4266 Humanities Building, 455 N. Park Street
Office Hours: Wednesday 11:00 a.m. – 1:00 p.m. and Wednesday 3:30 – 5:00 p.m.

Discussion Sections:
Section 301 Wednesday 8:50 - 9:40 a.m. 2221 Mosse Humanities Building
Section 302 Wednesday 9:55 - 10:45 a.m. 2619 Mosse Humanities Building
Section 303 Wednesday 1:20 - 2:10 p.m. 2653 Mosse Humanities Building
Section 304 Wednesday 2:25-3:15 p.m. 2625 Mosse Humanities Building

Course Description
Sports factor into the lives of most Americans, whether it’s through playing or watching games. Yet, as much as we often view sports as a form of entertainment that distracts us from reality, issues such as conflict between players and team owners, contentious debate over public financing for new stadiums, the lack of racial diversity throughout professional sports rosters, and the rising concern over the violent repercussions of sports, both on and off the field, demonstrate that we cannot separate sports from major social, political, economic, and racial issues. This course will illuminate how the rise and growth of sports since the Civil War has reflected and shaped broader trends in American social, racial, economic, and political history. Students will engage discussions about popular sports’ relationship to American capitalism, liberalism, urban development, and racial, gender, and social movements. Finally, students will analyze the underlying issues of race, gender, class, and politics in amateur, collegiate, and professional games. Above all, this course will spark newfound curiosity in students as they reevaluate the sports they play and watch in the future.

Learning Outcomes
After reading the assigned texts, participating in discussions sections, and attending lectures, students will be able to
1) Understand how sports have both shaped and been shaped by broader social, cultural, and political trends.
2) Demonstrate how and why major social, economic, racial, and political changes have occurred in sports in the past 150 years.

**Workload**
This 4-credit course has 4 hours of group meetings per week (each 50-minute segment of lecture and discussion counts as one hour according to UW-Madison's credit hour policy). The course also carries the expectation that students 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 class.

**Assigned Texts**
2) Michael Lenehan, *Ramblers: Loyola Chicago 1963—The Team that Changed the Color of Basketball* (Midway, 2013)

**Other texts that have been placed on Canvas are noted under “Schedule and Assignments” on this syllabus.**

**Assignments and Grading**
- **20%**: Attendance and Participation in Lecture and Discussion Section
- **20%**: 5-page Essay #1 [Due Tuesday, October 30]
- **20%**: 5-page Essay #2 [Due Tuesday, December 11]
- **20%**: Midterm Examination [Thursday, October 18]
- **20%**: Final Examination [Monday, December 17, 12:25 p.m. – 2:25 p.m.]

**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 and Participation (20% Each)**
You are required to attend lectures and discussion sections. Excused absences for illnesses, injuries, authorized University events, and other matters, such as funerals, require documentation. Email Professor Brown and Michael Kaelin, your teaching assistant, at least 24 hours before any absence or circumstance that requires that you to leave class early or arrive unusually late. You will receive an e-mail from Michael after your first missed discussion section. For every other section that is missed, your participation grade will be lowered by 2%.
Remember that participation means more than simply being in the lecture hall or classroom. Come to lectures and discussion sections prepared to share your insights after engaging meaningfully with the assigned texts. Be an active participant, too. Grades for attendance and participation include any additional section-related assignments created by Michael.

**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.

**Essays (20% Each)**
Essays are to be submitted in **hard copy at the start of class on the day that they are due.**
Late papers, however, should be emailed to Michael Kaelin. This ensures that he knows the date and time when the paper was submitted. Late papers are penalized by a 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 that are due are considered two days late, and so forth. All essays 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 efforts and other irregularities before submission.

**Examinations (20% Each)**
The structure of the midterm and the final are the same. Both tests will consist of a series of terms that you must identify, another series of terms that are defined for you and that you must identify, and then two short essays (two paragraphs each). The final exam will test students on material read and discussed after the midterm.

**Religious Holidays**
Students should notify Professor Brown and Michael Kaelin 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/](https://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/](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 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/

Our Learning Environment— A Note from Professor Brown
Civility, courteousness, and respect are expected of everyone involved in this course. Our lecture hall and classroom are intended as spaces in which people of all genders, races, sexual orientations, classes, ages, and abilities can 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.
Schedule and Assignments
*Changes to the syllabus, including assignments, lecture topics, office hours, and assignment dates, may occur.*

Week 1 09/06  
Course Overview
No Discussion Sections this week

Week 2 09/11-13  
The Ideal Athlete: Sport, Class, and Manhood in the 19th Century
Readings for 09/12 Discussion Sections

Secondary Sources

*Primary Sources*
“Catherine Beecher Criticizes Women’s Frailty and Recommends What Should Be Done About It, 1855,” Reiss 91-93.


“Coach Camp on Sportsmanship, 1893,” Reiss 120-122.

“Henry Beach Needham Decries the Professionalization of College Athletes, 1905,” Reiss 124-126.

“Football at Lincoln University, a Historically Black College in the Early 1920s,” Reiss 128-129.


Week 3 09/18-20  
Sports and the American City at the Turn of the 20th Century
Readings for 09/19 Discussion Sections

Secondary Sources:


*Primary Sources:*


**Week 4 09/25-27  Jack Johnson and Jim Crow: Race and Sport in the Early 20th Century**

Readings for 09/26 Discussion Sections

*Secondary Sources:*

Rob Ruck, “Sport and Black Pittsburgh, 1900-1930,” Canvas.

*Primary Sources:*
“Richard Henry Pratt Encourages Indian Sportsmanship, c. 1894,” Reiss 279.


Prejudice against African-American Ballplayers in the St. Louis Post-Dispatch, 1911,” Reiss 281-282.


**Week 5 10/02-04  Sport and Womanhood in the Early 20th Century**

Readings for 10/03 Discussion Sections

*Secondary Sources:*
Susan Cahn, “Grass-Roots Growth and Sexual Sensation in the Flapper Era,” in Coming on Strong: Gender and Sexuality in Twentieth-Century Women’s Sport, 31-54, Canvas.


*Primary Sources:*

“Alice Katherine Fallows on Sports at Vassar and Wellesley Colleges, 1903,” Reiss 126-128.

“Senda Berenson Asserts the Value of Adapted Women’s Basketball, 1901,” Reiss 251-254.

Week 6 10/09-11 | The Olympics and Heroes: Sports as Big Business in the Early 20th Century

Readings for 10/10 Discussion Sections

Secondary Sources:
Guy Reel, “Richard Fox and the Modernization of the Squared Circle in the Late Nineteenth Century,” Reiss 225-234.


Primary Sources:

“Supreme Court Justice Oliver Wendell Holmes, Jr., Explains Why Baseball is Not Subject to Antitrust Laws, 1922,” Reiss 215-216.


Week 7 10/16-18 | New Deal, New Recreations: Sports During the Great Depression

Readings for 10/17 Discussion Sections

Secondary Sources:


Primary Sources:
None

Midterm Examination: Thursday, October 18

Week 8 10/23-25 | Sports, War, and American Identity during World War II and the Cold War

Readings for 10/24 Discussion Sections

Secondary Sources:

Michael Lenehan, Ramblers, 49-130.

Primary Sources:
Frank A. “Fay” Young, “Major Leaguers Fail to Drop the Color Bar,” Chicago Defender, December 5, 1942, Canvas.

**Week 9 10/30-11/01  Baseball’s Great Experiment: Desegregation in the Postwar Era**

Readings for 10/31 Discussion Sections

*Secondary Sources:*
Michael Lenehan, *Ramblers*, 131-204.


Jules Tygiel, “’A Lone Negro’ in Major League Baseball,” Canvas.

*Primary Sources:*
“Yankees President Larry McPhail’s Plan to Discourage Integration of Baseball, 1946,” Reiss 380-381.


**Essay #1 Due: Tuesday, October 30**

**Week 10 11/06-08  California Bound: Sports Expansion in Suburban America**

Readings for 11/07 Discussion Sections

*Secondary Sources:*
Finish Michael Lenehan, Ramblers, 205-284.

Randy Roberts and James Olson, “The Impact of Roone Arledge on Televised Sports,” Canvas.

*Primary Sources:*


Readings for 11/14 Discussion Sections

*Secondary Sources:*

Primary Sources:


Week 12 11/20    “A Well-Paid Slave”: Free Agency and Labor Activism
Readings but No Discussion Sections due to Thanksgiving Recess

*Secondary Sources:*

*Primary Sources:*


11/22 **Lecture Canceled for Thanksgiving Recess**

Week 13 11/27-29    Sports, Sexuality, and Second-Wave Feminism
Readings for 11/28 Discussion Sections

*Secondary Sources:*
Ronald Smith, “Title IX and Government Reform in Women’s Athletics,” Reiss 368-376.

Sarah K. Fields, “Title IX and African American Female Athletes,” Canvas.

*Primary Sources:*
“Billie Jean King Remembers Life as an Outsider in the 1950s and 1960s,” Reiss 347-351.

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


Week 14 12/04-06    Private Business, Public Good?: Sports as Big Business Today
Readings for 12/05 Discussion Sections

*Secondary Sources:*


*Primary Sources:*
“Congressman Dennis Kucinich on the Failure of Stadiums and Arenas to Positively Impact their City’s Economy 2007,” Reiss 423-424.

Essay #2 Due on Tuesday, December 11
Come to class prepared to discuss the readings listed below.

Secondary Source:
Susan K. Cahn, “Are We There Yet? The Paradox of Progress,” Canvas.

Primary Sources:

Serena Williams, “I’m Going Back to Indian Wells,” Time, February 4, 2015, Canvas.


Final Exam Monday, December 17, 2018