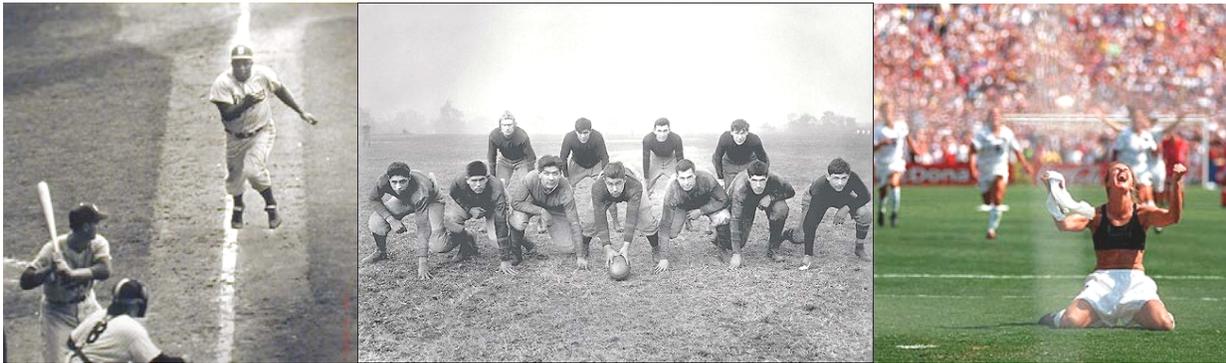


**HISTORY 120
SPORT AND AMERICAN HISTORY**

**UNC CHAPEL HILL
FALL 2013**



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“Studies of sport which are not studies of society are studies out of context.” – Norbert Elias

COURSE THEMES

In this course we will explore the significance of sport in American history. As we read stories of races won, touchdowns scored, and players rounding the bases, we will look beyond the action on the field of competition and focus on these main themes: the impact of immigration, industrialization, and urbanization on the games Americans played; the class origins of sports like baseball, boxing, and football; sport and the conflict between labor and capital; racial prejudice, exclusion, and integration in sport; athleticism and the evolving ideas about masculinity and womanhood; the links between sport, patriotism, and national identity; and sport as an arena for political protest.

Regardless of the particular topic, throughout the semester I will ask you to consider how sports have *reflected* larger trends in American life as well as *influenced* American history and the world we occupy today—whether this influence has been positive or negative is another question we will consider.

CLASS STRUCTURE AND ATTENDANCE

The rhythm of this course is as follows: there are **two 75-minute lectures every week** (Tuesdays and Thursdays from 9:30-10:45 a.m.). Nine times during the semester, students will also meet for **Document Workshops** (the Registrar's Office calls them "recitations"). Your document workshop will be led by one of the Teaching Assistants and will last 50 minutes. Depending on which one you registered for, your document workshop takes place on Thursdays, Fridays, or Mondays.

Though I will not take attendance in lecture, I expect you to attend every lecture meeting. You are also expected to attend every scheduled document workshop. We will take attendance in document workshops and your attendance will help determine your course grade.

Please note that the instructor reserves the right to make changes to the syllabus, including project due dates and test dates (excluding the officially scheduled final examination), when unforeseen circumstances occur. If this occurs, these changes will be announced as early as possible so that students can adjust their schedules.

COURSE READINGS

Richard O. Davies, *Sports in American Life: A History*
Jules Tygiel, *Baseball's Great Experiment: Jackie Robinson and His Legacy*
David Remnick, *King of the World: Muhammad Ali and the Rise of an American Hero*
H. G. Bissinger, *Friday Night Lights: A Town, a Team, and a Dream*
Documents on Course Sakai Page

The readings are listed under each lecture/document workshop topic and should be read *before* coming to class. This is especially true for **all** non-textbook readings assigned for lecture and **all** readings assigned for document workshops. Carefully read the assigned piece(s) before class meetings and **always** bring the material for reference.

You can access the documents on the **Course Sakai Page** by clicking the "**Resources**" tab on the left side of the page. I have listed the documents in the order that we will be reading and discussing them.

A note about textbook reading: textbooks are dense. They are filled with a tremendous amount of information packed into a small number of pages. This is their value, but it also means you cannot possibly digest all of the material in one reading. I suggest that you read each assigned textbook segment twice. The first time, read with focus, but read with a goal of understanding the big themes and ideas in preparation for lecture. Later, go back and reread the assigned segments with an eye toward sifting out specific information that you can use to answer the essay questions that I have posed.

Under some class meetings I have assigned **optional reading**. You are not required to read this material and you will not be tested on this material. Optional readings are essays, articles, etc. that I find compelling and think you will enjoy if you like good writing and want to learn more about a particular topic. These are also posted on the course Sakai page.

Reading (and watching) on your own: Because we will almost certainly make reference to some of the more significant stories in the current sporting world, you should also keep abreast of contemporary sport issues. To stay informed, I suggest that you (to name but a few possibilities) watch ESPN's *Sportscenter* and/or *Pardon the Interruption*, read the "Sports" section of the *New York Times*, and (especially) read the internet postings of Dave Zirin (you can find him at: www.edgeofsports.com). I know, I am asking a lot here. But nobody ever said doing sport history is supposed to be fun.

ASSIGNMENTS AND GRADES

Your course grade will be determined by the quality of your **two argument essays** (each about 6 pp.), your **final exam**, and your **document workshop input** (attendance, think pieces, and quality of participation).

The **argument essay prompts** will be posted on Sakai and discussed in lecture two weeks before each essay is due. We will give you a **“final exam study guide”** two weeks before the final exam.

Policies regarding late work: Argument essays are due at the beginning of class on the day noted in this syllabus. If you must miss class on the due date, your essay should be emailed to your Teaching Assistant *before* our class begins, and then you **MUST** give your TA a paper copy at our next class meeting. Any essay not handed in during class (or emailed before class begins) will be considered late. Essays will be marked down one full letter grade (ten points) for every class (lecture) meeting they are late. Think pieces (see below) are not accepted late.

Your **final grade** will be calculated as follows:

First Argument Essay (due 1 October)	25%
Second Argument Essay (due 7 November)	30%
Final Exam (10 December)	30%
Document Workshop Engagement	15%
<i>Total</i>	<hr/> 100%

THINK PIECES

You are required to write a **think piece** for most Document Workshops. Think pieces are your short essay answers to specific questions that I have posed about the reading(s). The questions are in this syllabus, listed under the relevant date. (Please note, however, that the think piece question that I ask for each document workshop is just one of many things you will discuss in your class meeting—indeed, your TA may choose not to discuss the think piece question at all.)

Specifics: Think pieces should be between 350-500 words. Think pieces must be typed, double-spaced, and use 12-point font and one-inch margins. They should have titles and the pages **MUST** be stapled together. You do not need to use footnotes in your think pieces.

At the conclusion of your prose **you must skip a line and then pose one question** prompted by that day’s readings. Your TA may call on you to ask your question to further the classroom conversation. Your question can count as part of your word count.

Think pieces will be turned in as paper copies at the end of each document workshop. Once the TA has collected the think pieces, you may no longer turn one in. If you did not write one before class, sorry. If you forgot to print it, sorry. If you were not in class, sorry. In other words, plan ahead! There will be no exceptions to this rule.

If you have to miss a document workshop—something I strongly discourage—and you have notified your TA well in advance of your absence, you may send your think piece to your TA by email. But you must send your think piece before the document workshop begins and you must bring a paper copy for your TA to the next class meeting.

Think pieces are not graded. Your TA will read them, but I have asked them not to spend time commenting on them—they have plenty to do! If the think piece is unacceptable—that is, if the TA believes that you either did not read the assigned material or did not appropriately consider the readings or the assigned question—you will be asked to rewrite your think piece and turn it in at the next document workshop.

ACADEMIC SUPPORT SERVICES

The College of Arts and Sciences has developed several support programs to assist students. Accessibility Services provides individual support to students with diagnosed learning disabilities (962-7227). The Learning Skills Center offers free instruction in a variety of academic learning strategies (<http://learningcenter.unc.edu/>, 962-3782, 962-6389). The Writing Center, which fills up quickly, provides free tutorial services (<http://www.unc.edu/depts/wcweb/about.html> , 962-7710, 962-4060).

HONORABLE AND COURTEOUS BEHAVIOR

THE HONOR CODE: It shall be the responsibility of every student at the University of North Carolina at Chapel Hill to obey and to support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student, or academic personnel acting in an official capacity.

THE CAMPUS CODE: It shall be the further responsibility of every student to abide by the Campus Code; namely, to conduct oneself so as not to impair the welfare or the educational opportunities of others in the University community.

COURTESY DURING CLASSES. It is disruptive to others to arrive late to class or to leave early. If you must do it (which I strongly discourage), please be unobtrusive. Also, **please turn off all cell phones.** Checking your phone and/or texting during class—be it in lecture or in the document workshops—is the height of DISCOURTESY. Please do not do it.

Laptop computers may only be used in class for taking notes. If you are checking your email, looking up sports scores, or shopping for shoes, your classmates who can see your screen will not be able to concentrate on our course. If I learn that you are using your laptop for any reason other than note-taking while in class, I will bar your laptop from our classroom for the rest of the semester.

OFFICE HOURS AND CONTACTING ME

I am glad you are in this class and I want you to do well. One of the best ways of doing so is to come and ask questions or just chat with me (or your TA) during office hours. I genuinely enjoy meeting students and learning from and about them. If you cannot make my office hours (they are listed on the front page of this syllabus) please contact me and we will arrange a meeting time convenient to us both.

Likewise, as college students of the 21st Century, I expect that you will check your email regularly between classes. Always check your UNC email account the evening before a class meeting to confirm that I have not announced any changes to the next day's schedule (I will try not to do this).



COURSE SCHEDULE

20 August (Tue) Course Introduction

22 August (Thu) Origins of Sport

27 August (Tue) Early American Sporting Practices

Read: King Charles I, “The King Majesty’s Declaration Concerning Lawful Sports to Be Used” (1633).

Read: *Sports in American Life*, 1-8.

MODERN SPORT

29 August (Thu) Urbanization and Modern Sport

Read: “The Great Contest: Fashion v. Peytona,” *New York Herald* (1845).

Read: *Sports in American Life*, 8-15; 65-72.

Optional Read: Description of a “Rat-Baiting,” in Kevin Baker, *Dreamland* (1999).

26/29/30 August (Mon/Thu/Fri)* *Document Workshop – What Is Sport History?***

***Please note: Though document workshops usually follow a Thursday, Friday, Monday trajectory (that is, document workshops scheduled for Mondays cover the same material as document workshops the previous Thursday and Friday) in this week the Monday document workshops come first—at the beginning of the week—because of the Labor Day holiday on Monday 2 September.

To Do: Read *two* of the three articles below (your choice) and then answer the Think Piece Question (see below). *Note:* though you must read at least two of the articles, you are, of course, welcome to read all three.

Read: Elliot J. Gorn, “‘Gouge and Bite, Pull Hair and Scratch’: The Social Significance of Fighting in the Southern Backcountry.” *American Historical Review* 90 (February 1985): 18-43.

Read: Jon Sterngass, “Cheating, Gender Roles, and the Nineteenth-Century Croquet Craze,” *Journal of Sport History* 25 (1998): 398-418.

Read: Thomas G. Smith, “Civil Rights on the Gridiron: The Kennedy Administration and the Desegregation of the Washington Redskins,” *Journal of Sport History* 14 (Summer 1987): 189-208.

Think Piece Question: After reading your two selected essays, write a think piece in which you (a) identify the chief question that each author is asking and trying to answer in their essay; and (b) identify the types of sources that the author uses to answer their question.

A little guidance for part (a): historians rarely identify their guiding question in explicit fashion—that is, they rarely say, “the question I am trying to answer is…” Instead, the question is implicit. So you may struggle with this aspect of the think piece. That’s OK. Struggle is good. Do your best.

A little guidance for part (b): In order to identify the sources you may need to—gasp—read the footnotes.

3 September (Tue) The Game of Baseball

Read: *Sports in American Life*, 20-30.

5 September (Thu) The Business of Baseball

Read: *Sports in American Life*, 30-40; 79-94.

5/6/9 September (Thu/Fri/Mon) Document Workshop – The National Pastime

Read: A Defense of Base Ball as “Manly Exercise,” *New York Times* (1856).

Read: Henry Chadwick, “Model Base Ball Player,” *Ball Player’s Chronicle* (1867).

Read: Baseball Promotes “Local Pride” in New York City, *New York Times* (1888).

Read: John Montgomery Ward, “Is the Base-Ball Player a Chattel?” *Lippincott’s Magazine* (1887).

Read: The “Brotherhood Manifesto” and “The NL Responds to the Manifesto” (1889).

To Do: Hand in Think Piece (see question below).

Think Piece Question: For your think piece today I want you to consider how primary source documents can be used to interpret the past. Specifically, what can you learn about the wider American culture in nineteenth century (i.e. beyond the world of baseball) through a reading of the above sources? (*Please note:* there are many things one can learn about the past through a close reading of the above documents. You can’t explore them all. Just discuss a few of them—i.e. the ones that interest you the most.)

10 September (Tue) The Manly Art

Read: *Sports in American Life*, 15-20; 60-64.

Optional Read: Joyce Carol Oates, *On Boxing* (1987) [excerpt].

12 September (Thu) College Football and the Strenuous Life

Read: *Sports in American Life*, 41-59.

12/13/16 September (Thu/Fri/Mon) Document Workshop – Doing History

To Do: There is nothing to turn in today. Instead, come to the document workshop ready to learn how to do primary source research and to discuss some of the aspects of compelling historical writing. If you have a laptop, please bring it to the workshop.

SPORT AND DEMOCRACY

17 September (Tue) Black Athletes in the Age of Jim Crow

Read: *Sports in American Life*, 157-161.

19 September (Thu) Jack Johnson v. Great White Hopes

19/20/23 September (Thu/Fri/Mon) Document Workshop – The Fight of the Century

To Do: Hand in Think Piece (see question below).

Think Piece Question: On 4 July 1910, heavyweight champion Jack Johnson (who was black) fought the recently unretired and undefeated, ex-heavyweight champion, Jim Jeffries (who was white) in what was perhaps the most significant sporting event in American history. More than a boxing match, Americans heralded the fight as a battle for racial supremacy.

Read the 4 July - 8 July 1910 editions of a newspaper of your choice and (1) describe the accounts of the Johnson-Jeffries fight and its aftermath and (2) interpret what these events can tell us about early-twentieth century race relations. Some possible questions to consider: how were the individual fighters described? Where did locals gather to get the news of the fight? Did blacks and whites do so together? Was the fight described as more than just a sporting event?

24 September (Tue) Sport and 100% Americanism

Read: *Sports in American Life*, 72-78.

26 September (Thu) 1920s Culture and the “Golden Age of Sport”

Read: *Sports in American Life*, 94-101; 138-147; 153-155.

Optional Read: Grantland Rice, “What Draws the Crowds,” *Colliers’s* (1925).

1 October (Tue) Sport and the “New Woman”

To Do: Hand in First Interpretive Essay.

Read: *Sports in American Life*, 102-117.

3 October (Tue) “Save Me Joe Louis” – Sport and the “New Negro”

Read: *Sports in American Life*, 166-171.

Optional Read: Richard Wright, “High Tide in Harlem: Joe Louis as Freedom Symbol,” *The New Masses* (1938).

3/4/7 October (Thu/Fri/Mon) Document Workshop – Women’s Sport

Read: Anne O’Hagan, “The Athletic Girl,” *Munsey’s Magazine* (1901).

Read: Senda Berenson, *Basket Ball for Women* (1903) [excerpt].

Read: Dudley A. Sargent, “Are Athletics Making Girls Masculine? A Practical Answer to a Question Every Girl Asks,” *Ladies’ Home Journal* (1912).

Read: Pamela Grundy, “From Amazons to Glamazons: The Rise and Fall of North Carolina Women’s Basketball, 1920-1960,” *Journal of American History* 87 (June 2000): 112-46.

To Do: Hand in Think Piece (see question below).

Think Piece Question: Based on the assigned readings (three primary sources and one secondary source) write a think piece in which you answer the question posed by the Harvard educator Dudley A. Sargent—did athletics in the early twentieth century make girls “masculine?” Why or why not?

8 October (Tue) Patriotic Games – Sport and World War II

Read: *Sports in American Life*, 155-156.

10 October (Thu) Shadow Ball

Read: *Sports in American Life*, 162-166.

10/11/14 October (Thu/Fri/Mon) Document Workshop – Baseball’s Great Experiment

Read: Jules Tygiel, *Baseball’s Great Experiment: Jackie Robinson and His Legacy* (1983) [entire].

To Do: Hand in Think Piece (see question below).

Think Piece Question: The sportswriter Leonard Koppett wrote of Jackie Robinson, “The consequences of the waves his appearance made spread far beyond baseball, far beyond sports, far beyond politics, even to the very substance of a culture.” In your think piece, assess the degree to which “Baseball’s Great Experiment” changed America.

SPORT AND SOCIAL CHANGE

15 October (Tue) Gauging Jackie Robinson

17 October (Thu) FALL BREAK

22 October (Tue) Integrating End Zones

Read: *Sports in American Life*, 175-184.

24 October (Thu) Cold War Athletes

Read: *Sports in American Life*, 255-277.

29 October (Tue) The Revolt of the Black Athlete

Read: Tommie Smith, “Why Negroes Should Boycott”; Ralph Boston, “Why They Should Not,” *Sport* (1968).

Read: *Sports in American Life*, 278-295.

31 October (Thu) Ali v. Frazier I – The Other Fight of the Century

In-Class Movie: *One Nation Divisible* (2000).

31 Oct/1 Nov/4 Nov (Thu/Fri/Mon) Document Workshop – The Greatest?

Read: David Remnick, *King of the World: Muhammad Ali and the Rise of an American Hero* (1998) [entire].

To Do: There is no think piece due today. Instead, come to the document workshop ready to discuss what you read (*King of the World*), ready to discuss what you watched (*One Nation Divisible*), and ready to brainstorm about how you might answer the second essay question.

5 November (Tue) NASCAR Nation

Read: *Sports in American Life*, 247-253.

Optional Read: Tom Wolfe, “The Last American Hero is Junior Johnson. Yes!” *Esquire* (1965).

7 November (Thu) King Football – The Meaning of the Pigskin

To Do: Hand in Second Interpretive Essay.

Read: *Sports in American Life*, 185-203.

12 November (Tue) The Battle of the Sexes

Read: *Sports in American Life*, 308-330.

14 November (Thu) Getting Paid – Sport and the “Me” Generation

Read: *Sports in American Life*, 227-243.

14/15/18 November (Thu/Fri/Mon) Document Workshop – College Sport

Read: Taylor Branch, “The Shame of College Sports,” *Atlantic Monthly* (October 2011).

Read: Seth Davis, “Should College Athletes Be Paid? Why, They Already Are,” *Sports Illustrated* (2011).

Read: David Pargman, “End the Charade: Let Athletes Major in Sports,” *Chronicle of Higher Education* (2012).

To Do: Hand in Think Piece (see question below).

Think Piece Question: Role-paying time. Imagine that you are the chairperson of a UNC committee that has been organized to consider the question of reform in college sports. After reading the assigned documents, write a brief report for the NCAA in which you either recommend reforms to the current college sports system (and explain your reasoning behind these suggested reforms) or defend the current practices (that is, explain why you believe reforms are unnecessary).

19 November (Tue) Hoop Dreams

Read: *Sports in American Life*, 243-247; 295-298.

Optional Read: Bethlehem Shoals, “Choose Your Weapon: Larry Bird, Magic Johnson, and the Real Merger,” from *FreeDarko Presents the Undisputed Guide to Pro Basketball History* (2010).

HISTORICAL ISSUES IN CONTEMPORARY SPORT

21 November (Thu) Beer and Circus – Critiquing Sport

Read: *Sports in American Life*, 118-317; 204-226.

21/22/25 November (Thu/Fri/Mon) *Document Workshop — Friday Night Lights*

Read: H. G. Bissinger, *Friday Night Lights: A Town, A Team, and a Dream* (1990) [entire].

To Do: Hand in Think Piece (see question below).

Think Piece Question: Why does football matter so much in Odessa, Texas?

26 November (Tue) Historical Memory and Team Mascots

Read: “Wounded Knee Editorials,” *Aberdeen Saturday Pioneer* (1890-1).

28 November (Thu) THANKSGIVING BREAK

3 December (Tue) The End of (the) Race?

10 December (Tue) FINAL EXAM (8:00 a.m.)

