

HISTORY 120 SPORT AND AMERICAN HISTORY

UNC CHAPEL HILL
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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 are going to think deeply about sports in America. We will explore the significance of sports in American history and ask the question, “Why have sports *mattered* in this country?” We also will use the story of sport as a way of exploring many of the larger themes and controversies in this nation’s past—for example, debates about American identity, civil rights, and equality of opportunity. As we read and discuss stories of races won, touchdowns scored, and players rounding the bases, we will look beyond the action on the field of play and focus on these topics: the class and ethnic origins of sports like baseball, boxing, and football; racial prejudice, exclusion, and integration in sport and society; athleticism and the evolving ideas about masculinity and womanhood; the role of sport in the promotion of a vigorous national identity and visions of America abroad; and the use of sporting arenas as spaces to both legitimize and protest the political order.

During our 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.

By end of our course you will know more about the big themes in American history, have a keen grasp on the general narrative and major figures in United States sport history, and, I hope, look at contemporary sports in a different way. As we will discuss, sports are not mere games—they are significant cultural events in which Americans express and contest ideas about inclusion and exclusion in American society.

COURSE STRUCTURE AND ATTENDANCE

The rhythm of this course is as follows—there are **two lectures every week** (Tuesdays and Thursdays from 12:30-1:45 p.m.) in Chapman 201. Though these meetings are labeled as “lectures,” they will often be interactive. I will ask you questions about short primary-source readings that I have assigned; you can ask me questions about course content; I will project text or images on the screen—perhaps a photograph, a poem, or a political cartoon—and we will work to interpret these sources together. In other words, please do not come to lecture expecting to passively sit back and listen, as I will often ask you to be an active participant.

Eight times during the semester you will meet for **Document Workshops** (the Registrar calls them “recitations”). Your document workshop will be led by one of the Teaching Assistants and will be 50 minutes. Depending on which one you registered for, your document workshop will be on Tuesdays, Wednesdays, Thursdays, or Fridays in a room assigned to us by the Registrar. The dates/weeks we have document workshops are marked clearly in this syllabus.

Though I do not plan to take **attendance** in lecture (I reserve the right to do so), you are responsible for all information covered in lecture. You are also expected to **attend every scheduled document workshop**, where your TA will take attendance (see more about document workshops below).

Because any student who has tested positive for COVID or is showing COVID symptoms should not come to class, I plan to **record classroom lectures** on my phone and upload them to Sakai where you can pair the audio of the lecture with the .pdf of the in-class Keynote presentation.

My policy about **excused absences** in document workshops comes from the Office of the Dean of Students: Your absence from a document workshop will only be excused if you provide university paperwork attesting to the reason of your absence and you notify your TA about your upcoming absence *in advance*. There is no need to contact me if you will be missing a lecture meeting.

READING

The following books are required reading for the course and can purchased at the UNC Student Store or on-line:

Richard Davies, *Sports in American Life: A History* (third ed.) [textbook]
 Lars Anderson, *Carlisle v. Army: Jim Thorpe, Dwight Eisenhower, Pop Warner, and the Forgotten Story of Football's Greatest Battle*
 David Remnick, *King of the World: Muhammad Ali and the Rise of an American Hero*
 Gerald Marzorati, *Seeing Serena*

There are also assigned primary- and secondary-source readings on the course **Sakai** page. You can access the documents on Sakai by clicking the **“Resources”** tab on the left side of the page. The documents are listed top to bottom in the order that we will be reading and considering them.

Course readings fall into one of two categories on this syllabus:

Discuss: We will discuss this document in lecture/document workshop, so make sure to read the document ahead of time and have it with you for reference. You will need to consider the relevance of this document when constructing your essays.

Read: I may reference the reading in lecture, but we will not discuss it in class. You will need to consider the relevance of this document when constructing your essays. This, most definitely, includes the textbook!

A note about the textbook: The textbook is dense and filled with *a lot* of information. This is the book’s 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 or skim with the goal of understanding the general narrative in preparation for lecture—don’t get bogged down in the details. Later, go back and re-read the assigned segments with an eye toward sifting out specific information that you can use to answer the exam and essay questions. In past semesters, students who have read the textbook and used it to help answer their essay questions have done much better in this course (grade-wise) than those who did not use the textbook.

Optional Reading: To help with the wider (i.e. non-sport) historical context, I have put on Sakai a few chapters from history books that you may find helpful when you are writing your essays.

ASSIGNMENTS AND GRADES

Your course grade will be determined by the quality of your **two argument essays**, your **final exam**, your performance on **two types of quizzes**, and your **document workshop input** (attendance and level of participation—see below for details).

The **argument essay prompts** (that is, the question we would like you to answer) will be posted on Sakai and discussed in lecture at least two weeks before the essays are due.

We will give you a **final exam study guide** about two weeks before the final exam. The final exam will be cumulative—it will test your knowledge and interpretation of the information covered throughout the entire semester. *Keeping good notes throughout this semester will help you immensely when we get to the final exam.*

About every two weeks I will open on Sakai a **short quiz**. Quizzes are open book and open notes. Once you begin a quiz and attest to the honor code, you will have **five minutes** to complete the quiz. Each quiz will consist of five multiple-choice questions that will cover material from the lecture meetings and short readings from the previous two weeks. To take the quiz, go to the course Sakai site, select **“Tests and Quizzes”** from the menu on the left side of the page, and then select the relevant quiz. Once a quiz is open, it will remain open until the end of the HIST 120 semester (i.e., Friday December 2 at 3:00 p.m.), but I recommend that you take each quiz when the information is fresh in your head. *If you attend lectures and do the readings, you will do well on the quizzes.*

In addition to these quizzes about information covered in lecture, you will take **three book quizzes** in document workshops—i.e., quizzes covering information in *Carlisle v. Army*, *King of the World*, and *Seeing Serena*. These quizzes are meant to (1) inspire everyone to *actually read the book*; and (2) reward those who have. The book quizzes are password protected and you will take the quiz at the start of the document workshop on your laptop. If you miss that week’s document workshop you can attend your TA’s office hours and take the quiz there. The quiz questions will **NOT** cover minutiae and buried tidbits of information. They **WILL** cover big themes and storylines from the book—so if you read the book, I predict you will do well here.

Here is how your **final grade** will be calculated:

First Argument Essay (due September 27)	23%
Second Argument Essay (due November 3)	24%
Final Exam	25%
Quizzes	10%
Book Quizzes	8%
Document Workshop Engagement (see below)	10%
<i>Total</i>	<hr/> 100%

Policy regarding late work: Argument essays are due at the beginning of class on the dates noted in this syllabus. Any essay not handed in during class (or emailed before class begins) will be considered late. An essay will be marked down a half letter grade (five points) if it is late and then five points for every additional 48 hours (two days) it is late.

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

DOCUMENT WORKSHOPS

Document Workshops (again, what the Registrar calls “recitations”) are a critical part of this large lecture course. They are where you have your best opportunity to do the work of a historian, so if you miss more than one Document Workshop your course grade will be negatively affected. As the name implies, the point of the Document Workshop is to “work” and engage with the documents. Therefore, it is **mandatory that you have the document with you** for reference and discussion—*this includes any primary-source documents that we have asked you find*.

Here is the **general grading rubric** for document workshops:

- If you attend *every* document workshop, *always* bring the assigned documents for reference, *always* have done the required research, and speak occasionally, it will be hard for you to get below a **C** for your document workshop grade.
- If you attend *every* document workshop, *always* bring the assigned documents for reference, *always* have done the required research, and *speak regularly*, it will be hard for you to get below a **B** for your document workshop grade.
- If you attend *every* document workshop, *always* bring the assigned documents for reference, *always* have done the required research, speak *often*, and provide comments that demonstrate that you have spent time thinking about the assigned readings and *what they can illuminate about global history*, you will likely be in the **A** range for your document workshop grade.

If you ever want to know how you are doing in your document workshops, please visit your Teaching Assistant—they will be happy to discuss this with you.

COURSE GRADING SCALE

We will keep grades on the Sakai Gradebook. At the end of the semester you will have a numerical score between 0-100. That number will be translated into a letter grade. Here is the grading scale—note that all final grades will be “rounded up,” so if your final mark is 92.50 it will rounded up to a 93 and, thus, an A (a 92.49 would still be an A-):

100-93: A	89-87: B+	79-77: C+	69-67: D+
92-90: A-	86-83: B	76-73: C	66-60 D
	82-80: B-	72-70: C-	below 60: F

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.

PLAGIARISM: If the grader of your essay suspects plagiarism and I concur, I will report you to the Honor Court and then I will contact you. **All suspected cases of plagiarism are immediately sent to the Honor Court.**

THE CAMPUS CODE: It is the 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.

BEING COURTEOUS TO YOU. I will work hard to challenge you this semester and make every lecture as interesting as possible. I am also committed to living up to the regulations and standards presented in this syllabus.

LAPTOP COMPUTERS

PLEASE PLEASE PLEASE only use your laptop for notetaking and accessing course documents when in class. Using your laptop for shoe-shopping, sports-watching, social media-browsing, and other personal tasks is distracting and rude to those around you. I will do my best to remind you at the start of each class to turn off your internet to better avoid absent-mindedly doing these things. Thank you for your consideration and help with this. *Note:* I reserve the right to change this policy if laptop usage becomes disruptive.

ACCESSIBILITY

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities.

Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: <https://ars.unc.edu> or email ars@unc.edu.

COUNSELING AND PSYCHOLOGICAL SERVICES

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

TITLE IX RESOURCES

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/>. Please contact the University's Title IX Coordinator (Elizabeth Hall, interim – titleixcoordinator@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

ACADEMIC SUPPORT SERVICES

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

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 during office hours. We can talk about sports, we can talk about American history, or we can talk about both. 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 an alternate meeting time. Just like the Teaching Assistants, I am here to help.



UNC Football Team (c. 1890)

COURSE CALENDAR

16 August (Tue) Course Introduction

18 August (Thu) Early American Pastimes

Discuss: King Charles I, "Declaration Concerning Lawful Sports to Be Used" (1633).

Read: *Sports in American Life*, 1-14 [*note:* I do not think that the e-book version of *Sports in American Life* has page numbers, so I have put an e-copy reading guide on Sakai].

23 August (Tue) Modern Sport

Read: *Sports in American Life*, 14-22, 62-66.

25 August (Thu) The National Pastime

Read: *Sports in American Life*, 27-51.

Quiz # 1 opens on Sakai Friday 26 August at 12:00 noon

30 August (Tue)**Manly Arts**Read: *Sports in American Life*, 22-27, 53-58.**30 Aug – 2 Sept (Tue – Fri)****Document Workshops – Reading Sports**Discuss: Elliott J. Gorn and Michael Oriard, “Taking Sports Seriously,” *Chronicle of Higher Education* (March 24, 1995).Discuss: “The Great Foot Race,” *Turf Register and Sporting Magazine* (June 1835).Discuss: Horace Greeley, “The Slaughter of McCoy,” *New York Tribune* (September 19-20, 1842).Discuss: “The Great Contest: Fashion v. Peytona,” *New York Herald* (May 5, 1845).To Do: Please read the Elliott Gorn and Michael Oriard short essay, “Taking Sports Seriously.” Next, read the three brief sport reports from mid-nineteenth-century newspapers and sports sheets and “take them seriously.” Ask yourself two questions: (1) what we can we *learn about sports* (the events, the participants and spectators, the attitudes toward the events, the definition of “sport,” etc.) from these primary-source documents; and (2) what can we *learn about the larger American past* (i.e. “non-sport” American history)—perhaps insights about race, class, or gender dynamics, attitudes about violence, the effects of urbanization, or other themes in our course.**1 September (Thu)****College Football and the Strenuous Life**Read: *Sports in American Life*, 74-93.**6 September (Tue)****No Class (Well-Being Day)****8 September (Thu)****Sport and Americanism**Read: *Sports in American Life*, 58-62, 69-72.***Quiz # 2 opens on Sakai Friday 9 September at 12:00 noon*****13 September (Tue)****Sport and Jim Crow**Read: “A Disabled Club,” *Louisville Courier-Journal* (1881).Read: *Sports in American Life*, 185-186, 190-194.

13 – 16 September (Tue – Fri)**Document Workshops – The Fight of the Century**

Read: Newspaper E-Research Guide.

Read: Gerald R. Gems, “Jack Johnson and the Quest for Racial Equality,” from David K. Wiggins, *Out of the Shadows: A Biographical History of African American Athletes* (2006).

To Do: On 4 July 1910, heavyweight champion Jack Johnson (who was black) fought the recently un-retired 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. I will do a lecture on Jack Johnson and this fight, but the above assigned Gems essay provides a good general history of Johnson—the essay also will be very useful when writing your second argument essay on Muhammad Ali.

Before attending your document workshop this week, please read the Newspaper E-Research Guide, which will give you simple instructions for doing primary-source newspaper research on the UNC Library website. Next, spend *at least thirty minutes* exploring the 3 July-10 July 1910 editions of a newspaper(s) of your choice and write a brief essay (about 500 words) that (1) describes the accounts of the Johnson-Jeffries fight and its aftermath—i.e., what happened?—and (2) interprets what this event can tell us about an aspect of early-twentieth century U.S. race relations. Some *possible* questions to consider (you do not need to tackle all these): How were the individual fighters described? Where did people gather to get the news of the fight? Was the fight described as more than just a sporting event? How did Americans make sense of the outcome? What happened in the days after the fight? And, of course, what can we learn about race relations in America at this time?

Either footnote your sources or work your citations in your prose (e.g., “In the July 5 edition of the *Chicago Tribune*, it states...”). We will discuss your findings in document workshop and you will be submitting your essay to your TA (submission instructions from your TA forthcoming). Your essay will not be graded, but the effort you put into this assignment will be considered when calculating document workshop grades—plus, we want to get a general sense of your writing before you submit your first argument essay.

15 September (Thu)**Jack Johnson v. Great White Hopes**

Read: *Sports in American Life*, 22-27, 53-58, 186-190.

20 September (Tue)**Age of Sport Heroes**

Read: *Sports in American Life*, 112-116, 139-146, 148-151, 157-160.

20 – 23 September (Tue – Fri)**Document Workshops – Carlisle v. Army**

Discuss: Lars Anderson, *Carlisle v. Army: Jim Thorpe, Dwight Eisenhower, Pop Warner, and the Forgotten Story of Football's Greatest Battle* [entire].

To Do: Take Book Quiz #1 at start of document workshop.

To Do: In document workshops this week we are discussing the rise of college football and the immensely symbolic 1912 game between the Carlisle School for Indians (coached by Pop Warner and led by Jim Thorpe) and Army (featuring future President, Dwight David Eisenhower). As you read the book, pay attention to the different paths these three individuals take to that game. In particular, how similar or different were the lives of Thorpe and Eisenhower and what was the meaning of football to each?

Note: *Carlisle v. Army* does a good job exploring the evolution and rise of the college football craze in this country, but if you want more information you can read the textbook (*Sports in American Life*, pp. 74-93).

22 September (Thu) Sport and the New Woman

Discuss: Senda Berenson, *Line Basketball for Women* (1901) [excerpt].

Read: *Sports in American Life*, 120-137.

Quiz # 3 opens on Sakai Friday 23 September at 12:00 noon

27 September (Tue) “Save Me Joe Louis”

To Do: **Submit First Argument Essay**

Read: Dominic J. Capeci, Jr. and Martha Wilkerson, “Multifarious Hero: Joe Louis, American Society and Race Relations During World Crisis, 1935-1945,” *Journal of Sport History* (1983) [*note:* I am assigning this essay now as Joe Louis is one of our topics today, but this essay will be especially usefully when writing your second argument essay in a few weeks].

Read: *Sports in American Life*, 194-200.

29 September (Thu) Baseball’s Great Experiment

Read: Gerald Early, “Integration, Black Heroism, and the Meaning of Jackie Robinson,” *Chronicle of Higher Education* (May 23, 1997).

Read: *Sports in American Life*, 200-204.

Looking ahead: If you have not yet, start reading David Remnick, *King of the World*. The book’s main focus is Muhammad Ali (known as Cassius Clay in most of the book), but Remnick also introduces readers to other black boxers and political figures from this era. Pay particular attention to Floyd Patterson and Sonny Liston—two of Ali’s prizefighting opponents—and Malcolm X and Elijah Muhammad—Ali’s political and spiritual mentors.

Note: I will go over the second essay prompt today. Keep this prompt in mind as you read *King of the World* and make note of the pages where you find information that can help you answer the question we have posed.

4 October (Tue) Cold War Competitions

Read: Cat M. Arial, “‘One of the Greatest Ambassadors That the United States Has Ever Sent Abroad’: Wilma Rudolph, American Athletic Icon for the Cold War and the Civil Rights Movement,” in Toby C. Rider and Kevin B. Witherspoon, *Defending the American Way of Life: Sport, Culture, and the Cold War* (2018). [*note:* I am assigning this essay now as Wilma Rudolph is one of our topics today—and we are discussing her in document workshops—but this essay may be especially usefully when writing your second argument essay in a few weeks].

Read: *Sports in American Life*, 306-316.

4 – 7 October (Tue – Fri)**Document Workshops – Cold War Bodies**

Discuss: Central Intelligence Agency Information Report, “Soviet Sports as an Instrument of Political Propaganda” (January 20, 1955).

Discuss: Robert H. Boyle, “The Report That Shocked the President,” *Sports Illustrated* (August 15, 1955).

Discuss: John F. Kennedy, “The Soft American,” *Sports Illustrated* (December 26, 1960).

Discuss: “Why Can’t We Beat This Girl?” *Sports Illustrated* (September 30, 1963).

Watch: United States Army, “Shape of the Nation,” *The Big Picture* (1962).

In-Class Watch: *Wilma Rudolph: Olympic Champion* (1961).

To Do: This week is what I call a “document dump,” where I dump a bunch of primary-source documents from an era on you and we work to make historical sense of them. In this document dump we will consider how sport and physical fitness were one of the battlegrounds during the Cold War. In preparation for our discussion, please read the brief CIA report about Soviet sport as well as the three short *Sports Illustrated* articles about sport and physical fitness. Also, watch the short film (30 minutes) produced by the United States Army that was shown on American television in 1962 about physical fitness in the United States. Questions to consider as you watch and read—what is the problem(s) being illuminated here? What is the solution(s)? Why is this important?

During our document workshops, we will also watch a brief film, *Wilma Rudolph: Olympic Champion*, that was produced by the U.S. State Department to show to international audiences. As we watch the film, ask yourself: What is the main message you think the U.S. government was trying to convey through this film? In other words, what Cold War lessons or ideas are viewers encouraged to take away after viewing this film?

6 October (Thu)**Integrating End Zones**

Read: *Sports in American Life*, 210-214.

Quiz # 4 opens on Sakai Friday 7 October at 12:00 noon

11 October (Tue)**Race and Golf in North Carolina (Craig Gill Lecture)****11 – 14 October (Tue – Fri)****Document Workshops – The Greatest?**

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

To Do: Take Book Quiz #2 at start of document workshop.

To Do: In document workshops this week we are going *deep* with Muhammad Ali, arguably the most significant athlete in American history. Read *King of the World* (about the early career of Cassius Clay/Muhammad Ali) and come to document workshops prepared to share your thoughts on Ali. What do you find energizing about Ali? What do you dislike? Does he deserve the title, “The Greatest?”

13 October (Thu)**Revolt of the Black Athlete**Read: *Sports in American Life*, 331-340.Optional Read: James Oliver Horton and Lois E. Horton, “The Postwar Civil Rights Movement” and “From Civil Rights to Black Power,” in *Hard Road to Freedom: The Story of African America*. [Note: These are two chapters from an excellent African American history textbook that summarize the civil rights and black power eras.]**18 October (Tue)****Ali v. Frazier – The Other Fight of the Century**In-Class Film: *One Nation Divisible* (2000).**20 October (Thu)****FALL BREAK****25 October (Tue)****Battle of the Sexes**Read: *Sports in American Life*, 365-380.Optional Read: Bruce J. Schulman, “Battle of the Sexes: Women, Men, and the Family,” from *The Seventies: The Great Shift in American Culture, Society, and Politics*. [Note: This essay provides the larger context for the feminist and women’s liberation movements of the 1960s and 1970s.]**25 – 28 October (Tue – Fri)****Document Workshops – The Women’s Sport Revolution**Discuss: “Dolls on the Move to Mexico,” *Sports Illustrated* (September 2, 1968).Discuss: “Women in Sports: Comes the Revolution,” *Time* (June 26, 1978).Discuss: “Coming on Strong: The New Ideal of Beauty,” *Time* (August 30, 1982).To Do: There are two main tasks for document workshop this week. One of them is to read the three assigned articles about women and sports from popular American magazines in the 1960s, 1970s, and 1980s. As you do so, consider change and continuity. That is, based on these three articles, how did ideas about female athleticism change over the course of these decades? How did they stay the same?Your second task is to do some oral history. Select a female family member (or friend)—perhaps your mother or grandmother or aunt, *but the older the person the better* (or, put more politely, the greater their “historical range” the better). Next, interview her about the athletic opportunities that were available to her when she grew up (e.g. “Little League” baseball, youth soccer, high school sports, etc.). Was she encouraged to play sports? Which sports? Were the same opportunities available to her that were available to her brothers or other boys? You can ask these questions or others, but please be prepared to relay her “sport story” to your colleagues. If your preferred interviewee was raised outside of the United States, that’s fine! We can compare and contrast U.S. and global sport stories. If there is nobody for you to interview, no problem. Let me know and I will put you in contact with someone you can interview.

27 October (Thu)**Title IX**Read: *Sports in American Life*, 387-389.***Quiz #5 opens on Sakai Friday 28 October at 12:00 noon*****1 November (Tue)****Sports Go Broadway****3 November (Thu)****Wide World of Sports**To Do: ****Submit Second Argument Essay****Read: *Sports in American Life*, 217-236.**8 November (Tue)****“Let’s Get Physical”*****8 – 11 November (Tue – Fri)******Document Workshops – Olympic Politics***Discuss: “An Olympic Boycott?” *Newsweek* (January 28, 1980).Discuss: Address by Vice President Mondale to the United States Olympic Committee, “US Call for an Olympic Boycott” (April 12, 1980).Discuss: Kenny Moore, “No Go on Moscow,” *Sports Illustrated* (April 21, 1980).Discuss: Mitt Romney, “The Right Way to Boycott the Beijing Olympics,” *New York Times* (March 15, 2021).Discuss: Sally Jenkins, “It’s Unforgivable to Hold the Olympics in Beijing,” *Washington Post* (August 9, 2021).Discuss: Bill Bradley, “Five Ways to Reform the Olympics,” *New York Times* (July 21, 1976).

To Do: In this week’s document workshop we will build off our discussion of Olympic boycotts in our November 3 lecture, “Wide World of Sports.” In 1980, the United States boycotted the Summer Olympics in Moscow due to the Soviet invasion of Afghanistan. Read the *Newsweek* and *Sports Illustrated* essays about the debates over the boycott, as well as the speech given by U.S. Vice President Walter Mondale to the U.S. Olympic Committee urging a boycott, and then be prepared to comment on this 1980 moment. What do you think of the arguments both for and against the boycott—i.e., which arguments do you find most compelling? Do you see similarities to other stories we have discussed this semester?

Next, read the two short op-eds from 2021 about a U.S. boycott of the Beijing Winter Games in 2022. What do you think of these arguments? What parallels do you see between 1980 and 2022?

Finally, in 1976, tired with the “overpoliticization” of the Olympics and (correctly) anticipating future conflicts (like what happened in 1980), the NBA player and future U.S. Senator, Bill Bradley, suggested ways to reform the Olympic Games. What do you think of his suggestions? Do you have suggestions of your own for how to make the Olympic Games better?

10 November (Thu)**Return of the Great White Hope***Quiz # 6 opens on Sakai Friday 11 November at 12:00 noon***15 November (Tue)****Air Jordan™**Read: *Sports in American Life*, 291-295.**15 – 18 November (Tue – Fri)****Document Workshops – Serena**Discuss: Gerald Marzorati, *Seeing Serena* [entire].To Do: Take Book Quiz #3 at start of document workshop.

To Do: In our final document workshop we are discussing one of the great athletes in American history, Serena Williams. Describing the structure of his book, *Seeing Serena*, Gerald Marzorati writes, “The form I chose for the book is prismatic, collage-like. The point was to see Serena Williams from as many angles as I could.” Which of these many angles interests you the most? What do you find culturally interesting and historically significant about Serena Williams, a figure that Marzorati calls “the most consequential athlete of her time”?

17 November (Thu)**Mama Mia! Sport and Sexuality**Read: *Sports in American Life*, 381-387.**22 November (Tue)****Ghost of Howard Cosell**Read: *Sports in American Life*, 353-358, 409-419, 436-441.**24 November (Thu)****THANKSGIVING BREAK****29 November (Tue)****Taking a Knee***Quiz # 7 opens on Sakai Tuesday 29 November at 2:00 p.m.*

2 December (Fri)

FINAL EXAM – 12:00 - 3:00 p.m.



USWNT (France 2019)