

American Sport: A Historical Examination

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Office Hours: Fridays, 11:30-1:00 or by appointment

Course #: HI 298

Semester: Summer II 2019

Class Time: M-F 9:50-11:20 AM

Classroom: Withers 160

Course Description and Themes

This course uses the history of American sport, as viewed through multiple perspectives, to examine political, economic, social, and cultural questions relating to equality, citizenship, ethics, culture, identity, and commercialization. This course focuses on tensions between amateurism and professionalism, the relationship between American sport and notions of nationalism and foreign policy, the intersection of sport and race, class. Gender. And sexuality, and debates concerning the parameters of fair play and competition. Students will hone critical thinking and communication skills by examining an aspect of American life too often omitted from academic discourse.

Sources

There is no assigned textbook for this course. Instead, students will read scholarly articles or portions of ebooks available through the NC State Library. The assigned readings for each day are set forth in the *Course Schedule* below. Students will also read, analyze, and discuss primary source materials made available through course Moodle page.

Humanities Learning Outcomes

Through active participation in this course, each student will . . .

1. Engage the human experience through the interpretation of the cultural elements of American sport;
2. Become aware of the act of interpretation as a critical form of knowing in history by engaging with primary sources and scholarly literature related to American sport;
3. Develop and communicate evidence-based arguments about the human experience appropriate to the discipline of history; and
4. Identify, analyze, and critique major events, actors, movements, themes, and ideas relating to the history of American sport.

U.S. Diversity Learning Outcomes

1. Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structured inequalities, which occur in or relate to the context of American sport; and
2. Examine interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups within the context of American sport.

Student Skill Building

Through active participation in this course, each student will improve his or her . . .

1. analytical skills;
2. research skills;
3. ability to apply historical thinking to past and present events;
4. ability to analyze and critique primary source materials;
5. written and verbal communication skills; and
6. ability to work with others to achieve individual and group success.

Grading

Participation:	10%
Team Micro-lesson:	15%
Primary Source Analyses (5 x 2 pts each):	10%
Course Notebook:	25%
Quizzes (4 x 2.5 pts each):	10%
Final Project:	30%

The grading scale is as follows:

A+ = 98-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = Below 60
A = 93-97	B = 83-86	C = 73-76	D = 63-66	
A- = 90-92	B- = 80-82	C- = 70-72	D- = 60-62	

Participation

The instructor has high expectations for student participation, as this course relies on students who are engaged and willing to participate. It is no surprise, therefore, that the instructor strictly evaluates this category. Participation is worth ten percent (10%) of the overall course grade. The participation grade comprises four key elements: (1) contributions to team sessions; (2) consistent preparation (bringing needed materials and following rules); (3) paying attention to lecture; (4) active engagement with our discussion (tracking and contributing interpretations, answers, and/or questions). Each of these elements is equally weighted.

Team Micro-lesson Project

The instructor will randomly assign each student to a team consisting of between 2-3 students. Among other things, each team will develop a micro-lesson on a sports-related event or topic or article not otherwise covered in the course. Each team will share their findings with the class through a presentation. The presentation, which is to last between 15-20 minutes, may be in the form of power point slides, a poster, or other approved format. The Team Micro-lesson is worth fifteen percent (15%) of the overall course grade. *See the Micro-lesson Rubric on Moodle for more information.*

Primary Source Analyses

Each student shall complete five (5) primary source analyses during the course of the semester (out of the twelve (12) primary source options available through Moodle). The student may choose any five primary sources they wish but must be cognizant that each carries its own due date. Therefore, each of the five must be completed prior to and in anticipation of a particular class period. Students who complete a primary source analysis connected to a particular class period should be prepared to engage in that day's discussion concerning the source. Together, the five primary source analyses are worth ten percent (10%) of the overall course grade. *See the Primary Source Analysis rubric on Moodle for more information.*

Course Notebook and Reading Notes and Analysis

Each student must keep a well-organized course notebook. The student may choose whatever organizational structure best suits their needs, BUT the notebook must be well organized (in other words, another person can easily find the required materials). Students may use a spiral notebook or a binder to keep and collect course notes and other materials (not a folder where materials are loose). The necessary components of the Course Notebook are as follows: (1) reading notes and analyses; (2) lecture notes; (3) evidence of participation in team micro-lesson planning; and (4) final project notes and preparation. *See the Course Notebook rubric on Moodle for more information.*

NOTE: Students must have readings notes and analyses for each assigned reading. At a minimum, these notes and analyses should include the historical question the author seeks to answer, the author's argument, other significant themes or sub-themes, and at least one question you have about the subject matter in the reading.

Quizzes

Each student will take four unannounced quizzes during the course. These quizzes seek to assess the degree to which the student read and understood the basics of the assigned readings for that class session. Students may use only their Course Notebooks to complete each quiz within the allotted time. Any student missing a quiz must contact the instructor to arrange a make-up.

Final Project

Each student must complete a final project in the form of a paper, which is worth thirty percent (30%) of the final grade in this course. The form the final project takes shall come from one of the following three paper options:

Option # 1 – Extended Primary Source Analysis

Option # 1 is centered on a primary source related to American sport. The primary source may be a speech, newspaper article, pamphlet, oral history, cartoon, photograph, or artifact (digital representation of an artifact). Whatever primary source the student chooses to work with must pre-date the year 2000. Under this option, the student will engage in a contextualized, analytical evaluation of the primary source.

Option # 1's final product must do the following:

- ✓ Consist of a paper of no less than 4 pages and no more than 6 pages (typed, double-spaced, Times New Roman, 12-point font, 1-inch margins);
- ✓ The paper will describe the primary source using the tools we have learned in our other primary source analyses;
- ✓ It is important that the student contextualize the source by describing "who, what, where, and when" relative to the source;
- ✓ The context must also attempt to situate the subject matter within the wider social, political, and/or cultural climate of the period in question; and
- ✓ Finally, the student must provide an analysis of the document's main ideas and explain what the document has to say about the period in which it was created as well as current issues in American sport.

Option # 2 – Secondary Source Analysis

Option # 2 is centered around a non-fiction book selected from the pre-approved secondary source list. Through this option, students will gain practice evaluating a secondary source by focusing on the kinds of questions it asks and the arguments it makes.

Option # 2's final product must do the following:

- ✓ Consist of a paper of no less than 4 pages and no more than 6 pages (typed, double-spaced, Times New Roman, 12-point font, 1-inch margins);
- ✓ Identify and explain the historian's primary argument;
- ✓ Identify the evidence the author uses to support this claim;
- ✓ Discuss how this argument relates to the course themes; and
- ✓ Critique the book using, as much as possible, historical evidence you locate and develop.

Option # 3 – Historical Antecedents of a Contemporary Issue or Controversy

Option # 3 challenges students to use the skills of a historian to connect current sport-related issues and controversies to the past. The student has the flexibility to select the current issue or controversy so long as there is a clear connection to American sport.

Option # 3's final product must do the following:

- ✓ Consist of a paper of no less than 4 pages and no more than 6 pages (typed, double-spaced, Times New Roman, 12-point font, 1-inch margins);
- ✓ Develop a central historical question the student seeks to answer;
- ✓ Develop an historical argument about the topic, and
- ✓ Trace the major moments in the history of this issue or controversy.

Option # 2 is centered around a non-fiction book selected from the pre-approved secondary source list. Through this option, students will gain practice evaluating a secondary source by focusing on the kinds of questions it asks and the arguments it makes.

Option # 4 – Critiquing and Contextualizing a Sports Film (documentary or movie)

Option # 4 challenges students to use the skills of a historian to enhance, contextualize, and critique a sports-themed documentary (or movie based on real events).

Option # 4's final product must do the following:

- ✓ Consist of a paper of no less than 4 pages and no more than 6 pages (typed, double-spaced, Times New Roman, 12-point font, 1-inch margins);
- ✓ Identify and explain the film's primary argument;
- ✓ Identify the evidence the film maker uses to support this claim;
- ✓ Discuss how this argument relates to the course themes; and
- ✓ Critique the film using, as much as possible, historical evidence you locate and develop.

Students must obtain instructor approval for their choice of film.

General Requirements for Final Project

1. Proper Heading (upper right-hand corner of page 1)
For example: [Your Name]
HI 298
[Month Day, 2018]
 2. Typed
 3. 12 pt. font, Times New Roman, 1-inch margins, double-spaced
 4. Include page numbers (bottom, center)
 5. 4-6 pages
 6. Include a separate Title Page (*See* example on Moodle)
 7. Footnotes and Bibliography (Chicago style)
- (*See* Final Project rubrics for each option, available on Moodle, for more information)

Submitting Assignments

Students will submit their four primary source analyses on Moodle, as explained above. Students will submit all other assignments in class.

Class Sessions

The general format for our class sessions is as follows:

1. 5-minute announcement period;
2. 25-minute lecture by instructor (Front Page and Sports Page);
3. 50-minute seminar/discussion relating to the assigned readings and primary source analyses;
and
4. 10-minute period relating to upcoming assignments and preview of next class

Attendance

Your attendance at each class session is critical. The subject matter covered in each session builds on prior learning. Each session missed disrupts the flow of the sequential learning process. Also, participation is part of the student assessment in this course. You cannot participate if you are not present. Accordingly, the attendance policy for this class is as follows:

1. The student may have no more than one (1) ***unexcused*** absence and no more than three (3) ***excused*** absences over the course of the semester without penalty,
2. Each absence beyond these limits carries a cost. For each such absence, the students will: (1) lose two points from the overall grade; (2) receive no credit for work due that class period; and (3) the absence will be considered in assessing the participation grade.
3. The student must submit written evidence relating to any absence he or she believes constitutes an excused absence. The student must submit his or her written evidence no later than one (1) week after the absence.
4. Each student must sign the attendance sheet at the beginning of every class session. Signing the attendance sheet is *prima facie* evidence of attendance.
5. Three tardies equal one unexcused absence under this policy.

Technology Policy

Students shall only use electronic devices in class at designated times and for designated purposes (e.g. – to access the assigned readings). Unauthorized uses of technology will negatively affect the student's participation grade.

Late Assignments

Late assignments will be penalized a full letter grade (10 points) per day. The student will receive no credit for any assignment more than four (4) days late (including weekends).

Incomplete Grades and Extra-Credit

Incomplete grades will be given only in accordance with NC State policy. ***There will be no extra-credit opportunities in this class.*** Please plan accordingly.

Accommodations for Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. To take advantage of available accommodations students must register with the Disability Resource Office at Suite 304, 2751 Cates Avenue, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.01).

Academic Integrity

Each student is bound by the academic integrity policy stated in [NC State's Code of Student Conduct](#). Each student must uphold the Honor Pledge ("I have neither given nor received unauthorized aid on this test or assignment") and certify adherence thereto with their name on assigned work. It is the student's responsibility to know what constitutes plagiarism and avoid it. For questions about proper use of sources and citation, see the History Dept's [Plagiarism and the Honor Code](#).

Student Rights and Responsibilities

Students are responsible for reviewing NC State's PRR's which pertain to their course rights and responsibilities (Equal Opportunity and Non-Discrimination Policy Statement, Code of Student Conduct, Grades and Grade Point Average, Credit-Only Courses). You can access this information online at <https://policies.ncsu.edu/regulation/reg-02-20-07/>.

Course Schedule

(NOTE: this course schedule is subject to change with appropriate notification)

UNIT 1: FOUNDATIONAL IDEAS OF AMERICAN SPORT

Monday, June 24, 2019 – Course Intro, Skill Building, Team Assignments

Tuesday, June 25, 2019 – Visions of Amateur Athletics

1. Collins, Tony. "Unexceptional Exceptionalism" The Origins of American Football in a Transnational Context." *Journal of Global History* 8 (2013): 209-230.
2. Carvalho, John. "The Banning of Bill Tilden" Amateur Tennis and Professional Journalism in Jazz-Age America." *Journalism & Mass Communication Quarterly* 84, no. 1 (Spring 2007): 122-36.
3. Marvin, Carolyn. "Avery Brundage and American Participation in the 1936 Olympic Games." *Journal of American Studies* 16, no. 1 (Apr. 1982): 81-105.

Wednesday, June 26, 2019 – Sport and American Civic Life

4. Stacy, Michelle. "Civic Sport: Using High School Athletics to Teach Civic Values in the Progressive Era." *American Educational History Journal* 42, no. 2 (2015): 151-66.
5. Mullan, Michael L. "Sport, Culture, and Nation Among the Hibernians of Philadelphia: Irish American Civic Engagement and Cultural Nationalism, 1880-1920." *Journal of Urban History* 39, no. 4 (2012): 579-600.

Thursday June 27, 2019 – Sport and Identity

6. Tate, Marsha A. "The Urban Brethren of the Broom: Curling in Nineteenth-Century America." *Journal of Sport History* 38, no. 1 (Spring 2011): 53-73.
7. Bunk, Brian D. "Boxer in New York: Spaniards, Puerto Ricans, and Attempts to Construct a Hispano Race." *Journal of American Ethnic History* 35, no. 4 (Summer 2016): 32-58.

Friday, June 28, 2019 – The Power of Celebrity in Sport

8. *Sport Stars: The Cultural Politics of Sporting Celebrity*. Edited by David L. Andrews and Steven J. Jackson. New York: Routledge, 2001. (Introduction)
9. Swanson, Ryan A. "I Never Was a Champion at Anything": Theodore Roosevelt's Complex and Contradictory Record as America's 'Sports President.'" *Journal of Sport History* 38, no. 3 (Fall 2011): 425-46.

UNIT 2: NATIONALISM, FOREIGN POLICY, AND SPORT

Monday, July 1, 2019 – Sport, Nationalism, Claims of American Exceptionalism

10. Rider, Toby C. *Cold War Games: Propaganda, the Olympics, and U.S. Foreign Policy*. Urbana, IL: University of Illinois Press, 2016. (Introduction to the ebook)
11. Bachin, Robin F. "At the Nexus of Labor and Leisure: Baseball, Nativism, and the 1919 Black Sox Scandal." *Journal of Social History* 36, no. 4 (Summer 2003): 941-56.
12. Buffington, Daniel T. "Us and Them: U.S. Ambivalence Toward the World Cup and American Nationalism." *Journal of Sport and Social Issues* 36, no. 2 (2012): 135-54.

Tuesday, July 2, 2019 – Militarized Sport

13. Timms, Aaron. "How Football Coaches Became the Vanguard of American Conservatism." *The Guardian* (July 25, 2018).
14. Jenkins, Tricia. "The Militarization of American Professional Sports: How the Sports-War Intertext Influences Athletic Ritual and Sports Media." *Journal of Sport and Social Issues* 37, no. 3 (2013): 245-60.

Wednesday, July 3, 2019 – The Olympics and American Foreign Policy

15. Sarantakes, Nicholas E. *Dropping the Torch: Jimmy Carter, the Olympic Boycott, and the Cold War*. London: Cambridge University Press, 2010. (Introduction)
16. Charitas, Pascal and David-Claude Keno-Keimbou. "The United States of America and the Francophone African Countries at the International Olympic Committee: Sports Aid, a Barometer of American Imperialism? (1952-1963)." *Journal of Sport History* 40, no. 1 (Spring 2013): 69-91.

Thursday, July 4, 2019 – NO CLASS

Friday, July 5, 2019 – NO CLASS

UNIT 3: RACE, CLASS, GENDER, AND SEXUALITY IN SPORT

Monday, July 8, 2019 – Black Athletes, Part I

17. Smith, Johnny. "Remembering Muhammad Ali: Myths, Memory, and History." *Reviews in American History* 45, no. 1 (March 2017) 177-188.
18. Wiggins, David K. "With All Deliberate Speed": High School Sport, Race, and *Brown v. Board of Education*." *Journal of Sport History* 37, no. 3 (Fall 2010): 329-46.
19. Bunk, Brian D. "Harry Wills and the Image of the Black Boxer from Jack Johnson to Joe Louis." *Journal of Sport History* 39, no. 1 (Spring 2012): 63-80.

Tuesday, July 9, 2019 – Black Athletes, Part II

20. Goudsouzian, Aram. "From Lew Alcindor to Kareem Abdul-Jabbar: Race, Religion, and Representation in Basketball. 1968-1975." *Journal of American Studies* 51, no. 2 (2017): 437-70.
21. Bass, Amy. *Not the Triumph but the Struggle: The 1968 Olympics and the Making of the Black Athlete*. Minneapolis: University of Minnesota Press, c2002. (Introduction and Part of Ch 3)

Wednesday, July 10, 2019 – Gender and Sexuality in Sport, Part I

22. Iqbal Khan, Abraham. "Michael Sam, Jackie Robinson, and the Politics of Respectability." *Communication & Sport* 5, no. 3 (2017): 331-51.
23. Spencer, Nancy E. "America's Sweetheart" and "Czech-Mate": A Discursive Analysis of the Evert-Navratilova Rivalry." *Journal of Sport & Social Issues* 27, no. 1 (Feb. 2003): 18-37.
24. Lake, Robert J. "The 'Bad Boys' of Tennis: Shifting Gender and Social Class Relations in the Era of Nastase, Connors, and McEnroe." *Journal of Sport History* 42, no. 2 (Summer 2015): 179-99.

Thursday, July 11, 2019 – Gender and Sexuality in Sport, Part II

25. Messner, Michael A., Michelle Dunbar, and Darnell Hunt. "The Televised Sports Manhood Formula." *Journal of Sports & Social Issues* 24, no. 4 (Nov. 2000): 380-94.
26. Messner, Michael A., Margaret Carlisle Duncan, and Kerry Jensen. "Separating the Men from the Girls: The Gendered Language of Televised Sports." *Gender & Society* 7, no. 1 (March 1993): 121-37.

Friday, July 12, 2019 – A Brief Examination of Title IX

27. Poertner Buchanan, Maggie Jo. "Title IX Turns 40: A Brief History and Look Forward." *Texas Review of Entertainment & Sports Law*. 14, no. 1 (Fall 2012): 91-93.
28. Antunovic, Dunja. "Just Another Story": Sports Journalists' Memories of Title IX and Women's Sport." *Communication & Sport* 5, no. 2 (2007): 205-25.

AND SPORTS HISTORY LAB DAY # 1 (Work in Teams on Micro-lessons)

Unit 4: SPORT AS AN ECONOMIC ENTERPRISE

Monday July 15, 2019 – Sport and Economic Justice

29. Vignola, Patricia. "The Enemies at the Gate: An Economic Debate about the Denouement of Negro League Baseball." *Nine: A Journal of Baseball History and Culture* 13, no. 2 (Spring 2005): 71-81.
30. Lomax, Michael E. "Curt Flood Stood Up for Us": The Quest to Break Down Racial Barriers and Structural Inequality in Major League Baseball." *Culture, Sport, Society* 6, no. 2 (June 2003): 44-70.
31. Hines, Thomas S. "Housing, Baseball, and Creeping Socialism: The Battle for Chavez Ravine, Los Angeles, 1949-1959." *Journal of Urban History* 8, no. 2 (Feb. 1982): 123-43.

Tuesday, July 16, 2019 – The Power of Television

32. Whannel, Garry. "Television and the Transformation of Sport." *Annals* 625 (Sept. 2009): 205-18.
33. Vogan, Travis. *ESPN: The Making of a Sports Media Empire*. Urbana, IL: University of Illinois Press, 2015. (Introduction)

Wednesday, July 17, 2019 – Commercializing and Commodifying Sport

34. O'Toole, Kathleen M. "John L. Griffith and the Commercialization of College Sports on the Radio in the 1930s." *Journal of Sports History* 40, no. 2 (Summer 2013): 241-57.
35. Besser, Dillon J. "The Forgotten Party in O'Bannon v. National Collegiate Athletic Association: How Non-Revenue Sports Operate in a Changing Intercollegiate Marketplace." *Iowa Law Review* 101 (2016): 2105-2140.
36. Evans, Jeremy M. "We Have Come Full Circle: Where Sports Franchises Derive Their Revenue." *The Entertainment and Sports Lawyer* 33, no. 4 (Summer 2017): 12-21.

Thursday, July 18, 2019 – Mascots . . . Why Not?

37. Bever, Megan L. "Fuzzy Memories: College Mascots and the Struggle to Find Appropriate Legacies of the Civil War." *Journal of Sport History* 38, no. 3 (Fall 2011): 447-63.

AND SPORTS HISTORY LAB DAY # 2 (Work in Teams in Micro-lessons)

Friday, July 19, 2019 –

SPORTS HISTORY LAB DAY # 3 (Work in Teams on Micro-lessons)

Unit 5: THE SALIENT QUESTIONS OF OUR TIME

Monday, July 22, 2019 – PEDs and Fair Play

38. Denham, Bryan E. "Building the Agenda and Adjusting the Frame: How the Dramatic Revelations of Lyle Alzado Impacted Mainstream Press Coverage of Anabolic Steroid Use." *Sociology of Sport Journal* 16, no. 1, (1999): 1-15.
39. Justin Peters. "The Man Behind the Juice." *Slate*, February 18, 2001.
http://www.slate.com/articles/sports/sports_nut/2005/02/the_man_behind_the_juice.html

Tuesday, July 23, 2019 – Scandals in Collegiate Athletics

40. Smith, Jay M and Mary Willingham. *Cheated: The UNC Scandal, the Education of Athletes, and the Future of Big-Time College Sports*. Lincoln: University of Nebraska Press, 2015.
(Introduction)
41. Grube, Angela J; Shea R. Browning; Danny P. Grube. The NCAA Death Penalty: A Review of Legal and Business Implications. *Journal of Legal, Ethical and Regulatory Issues* 18, no. 1 (2015): 81-90.

Wednesday, July 24, 2019 – Gambling and Sports Agents

42. Ottley, Jonah. "Fantasy Sports and Gambling: Drawing a Line in the Sand between Pete Rose's Gambling and Daily Play Fantasy Sports." *Northern Kentucky Law Review* 42, no. 3 (June 2015).
43. Shropshire, Kenneth L., Timothy Davis, and N. Jeremi Duru. *The Business of Sports Agents*, 3rd Edition. Philadelphia: University of Pennsylvania, 2016. (Introduction)

Thursday, July 25, 2019 – Presentations – Groups 1, 2, 3, and 4

Friday, July 26, 2019 – Presentations – Groups 5, 6, 7, and 8

***** FINAL PROJECT due Monday July 29, 2019 by 11:55 p.m.**