SYLLABUS

U.S. Sports History
Moravian College
Professor: Marshall
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Comenius 306

Learning Goals

Historical studies of leisure time and sport evolved from the areas of social history, popular culture, and women’s, African-American, and ethnic histories. This course will consider how leisure and sport developed over time from the colonial era to the present. U.S. Sport history incorporates the analysis categories of class, race, gender, ethnicity, religion, and region. The ways people imagine, perceive, think about, act upon, and react to leisure and sport are influenced by cultural, social, political, and economic factors. As we progress through the course, you will develop an interpretation of sports history based on the reading, class discussions, and other assignments.

The course will explore several historical categories as we read and analyze primary and secondary source materials from pre-colonial Native Americans through the late 20th century.

First, we will examine the relationship between work and play as defined by various social groups at different times in the past. For example, how did the Puritans view work time and leisure and why? How did colonial Southerners of the gentry define leisure and sport?

Second, we will investigate how people have perceived and thought about leisure and sport in the past. For instance, is sport sinful or healthful? Why? Is sport for men only or can women play sports? Do sports alleviate racism/sexism or compound racial/sexist stereotypes?

Third, we will study the politics and economy of sport history including power relationships between players/management/owners and commercialism.

Fourth, we will consider class, ethnic, race, religion, gender and regional views and actions upon leisure time and sport.

Historical Knowledge

This course will cover familiar territory of U.S. history from pre-colonial people, European entry, slavery and African American experiences, the revolution and early national era, continental exploration, industrialization, urbanization, the Great Depression, post World War II affluence, the Cold War and the late 20th century. However, these issues will be studied from a new perspective of taking leisure and sport into account. The course involves the historical comprehension of “links between past and present” as students discover through study and research how sport influenced and was influenced by people in the past, and how humans shaped their leisure time. The course also develops an understanding of “broad patterns of historical development in both the pre-modern and modern world.” This course results in the discovery of many dynamic themes in Sports History: Native American sport and games, Puritan v. Southern
Gentry Perceptions and Practice of Sport; Race and Sport; Ethnicity and Sport, Women and Sport, Sport and the Rise of Urban America; the Commercialization of Sport.

**Historical Thinking**

U. S. Sports History examines themes such as “the story in history and the relationship between historical narrative and myth.” For example, who created baseball and why has a certain myth arisen about the “American Sport?” The course takes into account “the broad cast of historical actors, women and men, elites and ordinary people, classes and ethnic groups—and their role in making history.” The perceptions and actions of women, men, slaves, workers, and immigrants’ views of and actions regarding leisure time and sport will be considered and evaluated. Why, for instance, did workers demand “Eight hours for work, eight hours for rest, and eight hours for what we will?” The course addresses “key historical concepts, such as causation, chronology, sequence and consequence, and their place in analyzing the interplay of change and continuity over time.” The course looks at human perceptions and participation in sport as they were permitted or constrained by views about health, gender, race and other categories. For example, was it healthful for women to play certain sports or any sport at all? How was this question answered in the past by health practitioners, male authorities, women themselves?

**Historical Skills**

By employing a wide range of evidence and disciplinary methods, students will construct an interpretation of sport history. They will make use of the critical skills historical study teaches including reading secondary sources for the argument, primary research, analysis and communication—written and oral. They will learn to assess primary documents and how to use them to create a narrative analysis of a specific topic. Through individual reading, inquiry, research, thought, and writing students will gain knowledge about the course material. The process will be aided by the professor’s lectures, slides, and interpretations and in-class seminar discussions and presentations.

**Student Assessment**

The course will employ various teaching methods including, lecture, discussion, small group work and individual research, writing and oral presentation activities. Various assignments will reach the multiple learning styles of the students. To keep students reading, thinking and participating, short writing assignments in the form of in-class quizzes, reaction papers, and short essay assignments will be administered throughout the semester.

A larger research project using interdisciplinary primary sources augmented by secondary material will provide the students the opportunity and challenge of doing sport history. The professor will assist the students in choosing, organizing and focusing on a particular topic through three stages of planning, research and writing including a short formal proposal essay, an annotated bibliography of primary and secondary sources, and the final paper. The instructor will provide written comments and guidance at each stage making it possible for each student to have a successful research experience.
The final exam will be a cumulative assessment of the material obtained in the class.

Learning Activities

U.S. Sport History challenges the student to see history from a novel perspective. Through the study of the course material and individual research, students will broaden their understanding of how people viewed and participated in leisure activities and sport over time. Students will see how sport was influenced by and influenced various cultural/social/political entities. The course uses various disciplinary approaches, theoretical influences, methodological debates, and historiographical controversies. The main text opens with a discussion of conflicting historiographical and theoretical approaches to Sport History study and carries these arguments throughout the course. The interdisciplinary nature of the course requires student researchers to use traditional historical sources such as journals, diaries, government documents, newspapers, legal cases, and oral interviews. They also will learn to use non-traditional sources borrowed from other disciplines including photographs, art, archaeological data, health, medical and scientific reports, and more. It makes for exciting and challenging research.

Course Description

This course is an historical study of the humans leisure time and sport from the pre-colonial era to the present in the United States. The interdisciplinary nature of the subject makes it interesting and valuable to scholars in many fields. This course will look at a wide range of sports history topics from Native American ball play, Southern cock fighting, and boxing to team sports, the rise of women in sport, and the commercialization of 20th century sports.

Required Texts


Journal of Sports History, Journal of Southern History, or Journal of American History articles. Choose 4 articles to read and analyze that fit into the time period or topics under discussion when they are due. You can choose an article from any scholarly journal on any sport or leisure activity for these. I will provide you with a sheet to record your article bibliographic information, summary, and analysis--a one-page length assignment. You will turn in the sheet and a copy of the article to me on the assignment due dates.
Students will develop and improve historical analytical skills through the reading assignments, research writing projects, and oral presentation opportunities in this course. You must use all required books and do all assignments to successfully complete this course. Other readings may be handed out in class or put on reserve. Keep up with the reading!

Course Format

The course will include lecture, discussion, group, and individual projects and assignments. This course requires advanced preparation and participation in the discussions. Attendance is extremely important. The professor will notify any student who is not performing in an intellectually responsible manner.

The discussion and small group portions of the course will not happen without being prepared, willing, enthusiastic members. Preparation includes reading all material and taking notes prior to class to facilitate discussion. Attendance is crucial. To ensure regular participation, pop quizzes or in-class reaction papers over the readings will be possible at the beginning of each class. If you come in late, you will miss the quiz. Quizzes are to keep you reading and help you focus for the class discussion. Evaluation will be based on the quality not the quantity of your scholarly, collegial, pertinent comments and analysis of the material under consideration. Talking just to hear your head rattle, or to cover for not being prepared will not be rewarded. Points may be deducted for poor work in class, chronic lateness, sleeping, etc.

Absences

Since the course requires the alert presence of students, 5 points will be deducted from the Participation grade for each class missed no matter the excuse. Plan wisely.

Individual Research Project

All students will do a research project using interdisciplinary primary sources augmented by secondary material. You will learn by doing sport history. The professor will assist the students in choosing, organizing, and focusing on a particular topic through three stages of planning, research and writing including a formal proposal essay, an annotated bibliography of primary and secondary sources, and the final paper. The instructor will provide written comments and guidance at each stage making it possible for each student to have a successful research experience.

Each student will choose a specific topic and write a sport history article. The topic must be researched based on primary sources. Secondary sources and other information should be used also. We will discuss this further in class to guide you in finding good sources.
Stage 1: Formal Proposal Essay:

A two-page description and preliminary analysis of the project in which you describe your research plan, explain what you intend to find and argue, and discuss the sources you intend to use. The purpose of this short paper is to get you actively working and planning the larger project.

Stage 2: Annotated bibliography

A bibliography with annotation of primary and secondary sources to be used for the project. You must have some of each—primary and secondary, preferably a majority of primary sources. Sources might include written documents, newspapers, organizational materials and minutes, maps, soil surveys, oral interviews, government documents, etc. You must show that you have the material to do a research paper by annotating each entry with an explanation of what it contains and how it applies to your work. Obviously, you must examine each source enough to do this fully and accurately.

The professor must approve both the proposal and the annotated bibliography. Both must be turned in on time and in proper form for full credit. Five points deducted each day late including weekend days.

Stage 3: The Paper:

The final paper should be 8-10 pages double spaced using Kate L. Turabian’s *Guide (Chicago Manual of Style)* to document your work. Good writing demands many drafts and revisions. Write and rewrite, then have someone proofread it. Use spell check and the writing lab if necessary. Maintain a file of research materials, notes, and Xeroxed sources to be turned in with the project paper. No late papers accepted. Plan accordingly.

**Plagiarism**

Do not attempt to gain academic advantage through dishonest means. Do not submit a work for credit that includes words, ideas, data, or creative work of others without acknowledging the source. When using another author’s words, enclose them in quotation marks and cite the source appropriately. Read the college’s Academic Integrity Policy in the student handbook or on the web.

**Grades** will be based on an average of the following:

- Participation, Quizzes, Response Papers 100pts
- Monograph Quizzes 60pts
- Journal Summaries 40pts
Short Essay--Proposal 50pts Due must be done fully and correctly and on time or points deducted, 5 per day including weekends.

Annotated Bibliography 50pts Due must be done fully, correctly and on time or points deducted, 5 per day including weekends

Midterm Exam 100pts

Research Project 100pts Due last day of class during class; Late papers will have one letter grade deducted per day including weekends.

Final Exam 100pts

Office Hours: By appointment. If you determine that you need academic assistance, contact me immediately. If I cannot help you, I will be glad to refer you to the appropriate service on campus.

READING ASSIGNMENTS

January
10 Intro
12 Riess 1
17 MLK Day No class
19 Riess 2 all
24 Riess 3 all
26 Riess 4 all Journal Article I on topic covered up to this point
31 Riess 5 all

February
2 Riess 6 all Journal Article II on topic covered since last article
7 Riess 7 all
14 Riess 8 all Proposal Due
16 Riess Midterm
21 Riess 9 all and Photographic essay-239-243
23 Smith Quiz and Discussion, Nike is a Goddess, 3-136
28 Smith same, 181-198, 245-318

March
2 Riess 10 all Journal Article III on topic covered since last article
7-11 SPRING BREAK WEEK
14 Riess 11 Documents only Annotated Bibliography Due
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<tr>
<td>16</td>
<td>Riess 11</td>
<td>Essays, video</td>
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<tr>
<td>21</td>
<td>Quiz and Discussion, Hillenbrand, <em>Seabiscuit</em>, 3-182</td>
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<tr>
<td>23</td>
<td>same, 183-340</td>
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<td>28</td>
<td>Easter Monday, no class</td>
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<td>30</td>
<td>Riess 12 all, <em>Nike is a Goddess</em>, p. 33-56, video</td>
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<td>April 4</td>
<td>Quiz and Discussion, Brown, <em>The Girls of Summer</em></td>
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<td>6</td>
<td>Riess 13 all</td>
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<td>11</td>
<td>Video, Baseball</td>
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<td>13</td>
<td>Quiz and Discussion, Bissinger, <em>Friday Night Lights</em></td>
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<td>18</td>
<td>Riess 14</td>
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<td>20</td>
<td>Present Research Journal Article 4 topic on subject since last article</td>
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<td>25</td>
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<td>26</td>
<td>Present Research <strong>Paper Due</strong></td>
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Final Exam During Final Exam Week.

The Syllabus is subject to change at the professor’s discretion.