

**American Studies/History 1585: Sports and Politics in American History**  
**Spring 2017**  
**Professor Lawrence Glickman**  
**TR 11:40am-12:55pm**  
**165 McGraw Hall**

**Professor Lawrence Glickman** 307 McGraw [lbg49@cornell.edu](mailto:lbg49@cornell.edu) 255-2076  
**Office hours: M, W 2:30-4:00**  
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**COURSE INFORMATION AND REQUIREMENTS**

**Format:** This class has two lectures and one discussion section a week.

**Required books:**

Amy Bass, *Not the Triumph but the Struggle: The 1968 Olympics and the Making of the Black Athlete* (University of Minnesota Press, 2004)

Brian M. Ingrassia, *The Rise of Gridiron University: Higher Education's Uneasy Alliance with Big-Time Football* (University Press of Kansas, 2015)

Walter LaFeber, *Michael Jordan & the New Global Capitalism*, New & Exp. (Norton, 2002)

Brad Snyder, *A Well-Paid Slave: Curt Flood's Fight For Free Agency In Professional Sports* (Penguin, 2007)

Susan Ware, *Game, Set, Match: Billie Jean King and the Revolution In Women's Sports* (University of North Carolina Press, 2015).

Books are available at campus bookstore and have been placed on 1 day reserve at Olin Library. Other articles and book chapters are available through a url on the syllabus or are scanned as PDF's on the blackboard website.

**Blackboard:** The syllabus, many of the course readings, writing assignments (as well as any changes to the syllabus), grades and other announcements will be posted here. Please check it regularly.

**Readings:** Doing the reading carefully and well is a key to succeeding in this course. The weekly readings vary in length. On average you should expect to spend about ten hours a week in course preparations--reading, taking notes, studying, and writing journal entries, working on your research paper.

**Lectures/Discussion Sections:** A second key to doing well in this class is to listen carefully to the lecture, to take good notes, to ask questions when the material is unclear to you, and to participate in discussions. **Bring the relevant readings to lecture and discussion section**, as we will refer to them from time to time, and be prepared to participate in discussion.

**Attendance and Class Participation:** Attendance is required at both lectures and discussion sections. Questions and comments are encouraged in the lectures, and are required in the discussion sections. If you have to miss a class, please let me know in advance. **In class, please turn off all cell phones and other electronic devices.**

**Reader-response Journal Assignment:** “*How do I know what I think until I see what I say?*”: E. M. Forster. A requirement for this course is that you keep a “journal” (it can be an old-fashioned notebook filled with your handwriting or word-processed). A journal is **not a notebook**. I expect your class notes to reflect mostly the thoughts of others. **Nor is a journal a diary**. Your diary—if you keep one—probably focuses exclusively on your own thoughts. The subjects of those thoughts is likely to include everything within the frame of your life: Your relationship to your family and friends, your love life, your vacation plans, etc.

**A reader-response journal combines the subject of a notebook with the point-of-view of a diary.** It will contain your thoughts on and reactions to the readings and ideas you encounter in class. It will also give you an opportunity to reflect on events you observe or participate in that are relevant to the class but not part of any of our assignments—for example, you may have an insight into how sports conveys nationalistic sentiments when watching the Olympics.

You will not be graded on the “correctness” of what you write, although, of course, well-argued, logical writing will impress us. Your grade will be determined by the diligence, regularity, quality of prose, creativity, and thoughtfulness you show in keeping a journal.

The Nitty Gritty:

\*Date each entry

\* Write in your journal a minimum of twice a week. (No entries necessary during Spring break; only one entry required the week of the prelim and the week of our February break.)

\* Each Entry should be roughly 300-500 words. Or, if you prefer, you can write more entries that are shorter in length. We want to accommodate your preferred journaling style to the extent that we can.

\* Please bring your journal (or at least your entries for that week) to discussion section, as your entries will often be a starting-off point for discussions.

\* Occasionally, we may give you a “prompt.” For your first entry, here it is: *Drawing from your personal experiences as a participant or spectator, write about an occasion in which sports and politics intersected.* Other prompts might accompany guest lectures, videos, readings and other special events.

Though the dates may change with the flow of the course, we currently plan to collect and grade the journal on these dates. (all are Fridays): Feb 10 (this will be a preliminary check); Mar 3; Apr 14; May 5.

## Research Paper Assignment

Your other written assignment is a research paper based on primary sources. This paper will not be especially long (6-8 pages) but it will give you the opportunity to do what professional historians do—select a topic, research both primary and secondary sources, and write up your findings. Because the field of sports and politics is so new, you are likely to write about something that no historian before you has ever done. You will need to get approval from the course instructor or your teaching assistant but we are open to a broad range of topics. A few possibilities might include: *Mohammed Ali and the Vietnam War*; *Jesse Owens and the 1936 Olympics*; *Media coverage of Babe Didrikson Zaharias*; *the Brooklyn Dodgers move to Los Angeles*; *the integration of various College and Professional sports*; *the 1966 NCAA Championship game between the all-black Texas Western and all-white University of Kentucky teams*; *previous examples of athletes refusing to stand for the national anthem*; *the Bobby Fisher/Boris Spassky chess championship of 1972*; *coverage of Jack Johnson, the African American boxer*; *Wilma Rudolph and the Olympics*; *Athletes and the AIDS epidemic*; *an examination of one of the many athletes who became politicians (JC Watts, Jim Ryun, Steve Largent, Jim Bunning)*.

You will have to select a focus for your paper. For example, it would not be feasible to tell the life story of Sheryl Swoopes, the basketball star, who became one of the most high-profile athletes to announce that she was lesbian. But coverage of that announcement might be a good focus.

As long as they are contemporaneous, you may be creative in the kind of sources that you choose. You may use editorial cartoons, advertisements, photographs, speeches, newspaper articles, memoirs, or even fiction or film. The number of sources you will need, will depend on the approach of your topic. A very close analysis of one or two significant sources may be sufficient; on the other hand, you may wish to collect many sources to analyze other things, such as, the percentage of advertisements in a given period that include female or African American athletes.

The paper should make an argument based upon the analysis of primary sources. Footnotes or endnotes and a bibliography are required.

There are several components to this assignment:

- 1) You must meet with your discussion section leader or the professor to discuss your choice of topic. (Of course, you are welcome to meet with him or her more than once, but at least one meeting before the end of February is required.)
- 2) A paper proposal, a bibliography and a thesis paragraph will be due during the course of the semester. The final paper must be double spaced, paginated, with standard margins. It need not have a title page, but you must include the date, your name, and the paper title, the name of your discussion section leader, and the discussion section time and place.

**Grading:** The following components will each be worth 20% of your final grade: Prelim; Final Examination; Journal; Research Paper; Participation. We will use a 500 point scale, with each component counting for 100 points (each journal collection will be worth 25 points).

## **Course Calendar**

### **Week 1: Introduction**

Jan 26 Course Logistics and Themes

No Discussion Sections

### **Week 2: A Genealogy of Sports and Politics**

#### **Jan 31 What is Sports? What is Politics? How Do They Intersect?**

Feb 2 Sports and the History of the Present

Feb 3 Discussion Section (Remember to bring your journal and readings to section every week.)

Reading:

“Colin Kaepernick’s Protest is working,” *Slate*, Sep 12, 2016.

[http://www.slate.com/articles/sports/sports\\_nut/2016/09/colin\\_kaepernick\\_s\\_protest\\_is\\_working.html](http://www.slate.com/articles/sports/sports_nut/2016/09/colin_kaepernick_s_protest_is_working.html); Jeb Lund, “The NFL and the Military, “A Love Affair as Strange and Cynical as Ever,” *Guardian*, Sep 11, 2015 <https://www.theguardian.com/sport/2015/sep/11/the-nfl-and-the-military-a-love-affair-as-strange-and-cynical-as-ever>; Dave Zirin, “The Unbearable Entitlement of Dabo Swinney,” *Nation*, Jan 12, 2017

<https://www.thenation.com/article/the-unbearable-entitlement-of-dabo-swinney/>; Clemson students respond to Zirin’s article,

<http://www.tigernet.com/forums/thread.jsps?threadID=1664947>; John Underwood, “The Desperate Coach,” *Sports Illustrated*, Aug 25, 1969.

<http://www.si.com/vault/1969/08/25/609897/the-desperate-coach>

\*Journal Prompt: Describe a way in which sports and politics intersected in your life or in the life of someone close to you. This could be as a participant or observer.

### **Week 3: Interpreting Sports**

Feb 7 Sports, Honor and Religion

Feb 9 The Great Horse Race of 1823: American Eclipse vs. Sir Henry

Feb 10 Discussion Section

Reading: Elliot J. Gorn, “Gouge and Bite, Pull Hair and Scratch’: The Social Significance of Fighting in the Southern Backcountry,” *American Historical Review* 90 (Feb 1985), pp 18-43; Allen Guttman, *A Whole New Ball Game: An Interpretation of American Sports*, Chs. 2-3 (on Native Americans and Puritans), pp. 13-34

Assignment: Think about a potential research paper, keeping in mind your interests, the sources you might use, and making sure your topic is circumscribed in time and focus so that you can do thorough Be prepared to discuss in class.

### **Journal Due**

#### **Week 4: What Counts as a Sport? NASCAR, Pro Wrestling and CrossFit**

Feb 14 NASCAR and the Southernization of American Culture

Feb 16 Is Sports a Subset of the Entertainment Industry?

Feb 17 Discussion Section: Meeting at the Johnson Museum of Art

Reading: Chauncey DeVega, "Peter Thiel Pulls Back the Curtain: Donald Trump is a Pro-Wrestling Villain Turned President," *Salon*, Jan 15, 2017

<http://www.salon.com/2017/01/15/peter-thiel-pulls-back-the-curtain-donald-trump-is-a-pro-wrestling-villain-turned-president/>; Pete Daniel, "Fast and Furious," in *Lost Revolutions: The South in the 1950s*, pp. 91-120.

**Due in Discussion Section: Research Paper Proposal—a one-page description of your topic, your thesis, and the sources you plan to use.**

#### **Week 5: The Beginnings of Professional and Organized Sports**

Feb 21 No Class—February Break

Feb 23 Guest Lecture: Natalia Mehlman Petrzela, New School for Social Research, *The Gender Politics of Fitness*

Feb 24 Discussion Section

Reading: LaFeber, Ch. 1, "A Century of Preparation," in *Michael Jordon and the New Global Capitalism*, 27-48; Thomas Beller, "Generation Crossfit," *New Yorker*, Dec 20, 2013

<http://www.newyorker.com/culture/culture-desk/generation-crossfit>; Natalia Mehlman Petrzela, "The Rise of Women and Crossfit," *Well and Good*, Jul 22, 2016.

<http://nataliapetrzela.com/portfolio-item/the-rise-of-women-and-crossfit-its-not-all-deadlifts-and-roses/>

#### **Week 6: How did Football (and Other Sports) Become Associated with Higher Education?**

Feb 28 The Reorientation of American Culture in the 1890s: The New Cult of Masculinity

Mar 2 The Rise of College Football and the Modern University

Mar 3 Discussion Section

Reading: Ingrassia, *The Rise of Gridiron University*, Intro, Chs.1-3, 6 and Epilogue

**Journal Due**

#### **Week 7: The Revolution of African American Athletes**

Mar 7 The Case of Jackie Robinson

Mar 9 Sports and the Civil Rights Movement

Mar 10 Discussion Section

Reading: Jackie Robinson, *I Never Had it Made*, pp. 12, Ch. 2; Jules Tygiel, *Baseball's Great Experiment: Jackie Robinson and His Legacy* (Oxford University Press, 3-46; Bass, *Not the Triumph But the Struggle*, Ch. 1.

**Week 8: The 1960s Revolution in Sports**

Mar 14 Guest lecturer, Amy Bass, College of New Rochelle, *Why the Olympics? Race, Nation, and other Sport Matters*

Mar 16 How Cassius Clay Became Mohammed Ali

Mar 17 Discussion Section

Reading: complete the Bass book.

**Week 9: The Gender Politics of Sports**

Mar 21 Women and Sports before Second-Wave Feminism

Mar 23 Title IX: The Overlooked Statute that Revolutionized Sports

Mar 24 Discussion Section

Reading: Ware, *Game, Set, Match*, Prologue, Ch. 1-3.

**Due in Discussion Section: Research paper thesis paragraph**

**Week 10: Gender and Sports Cont'd**

Mar 28 The "Battle of the Sexes"

Mar 30 In-Class Prelim

Mar 31 No Discussion Section

Reading: Complete Ware

**Week 11: Spring break**

No class on Apr 4 or Apr 6

**Week 12: Sports Radicalism: The Case of Jack Scott and Bill Walton**

Apr 11 How Does Sports Fit into the Story of the 1960s?

Apr 13 Jack Scott, Bill Walton and the Radical Athlete

Apr 14 Discussion Section

Reading: Jack Scott, *Bill Walton: On the Road with the Portland Trailblazers*, pp. Intro and pp. 21-29, 32-36, 40-43, 56-61, 86-95, photo opposite 126, 186-188, 254-262, 271-275; Jack Scott, "Athletes and the Student Movement," in *The Athletic Revolution* (The Free Press, 1971), pp 103-113; Ray Kennedy, "The Man Who Stood Sport on Its Head," *Sports Illustrated*, Apr 28, 1975, 22-24, 29.

**Due in Discussion Section: Bibliography for your research paper. Should normally contain at least 10 primary sources and 3 secondary sources.**

**Journal Due**

**Week 13: The Transformation of Labor in Baseball**

Apr 18 Film: *The Curious Case of Curt Flood*

Apr 20 Guest Lecture: David Sherwyn, Hotel School, *From Koufax & Drysdale to Flood to Messersmith & McNally: the death of the reserve clause and the birth of free agency in sports*

Apr 21 Discussion Section

Assignment: Brad Snyder, Curt Flood, *A Well-Paid Slave*

**Week 14: American Sports in a Global Context**

Apr 25 The Commercialization of Sports

Apr 27 Just Do It: The Rise of Nike

Apr 28 Discussion Section

Reading: LaFeber, Michael Jordan and the New Global Capitalism, Ch. 2-4

**Week 15: How Have Sports and Politics Influenced Each Other?**

May 2 Sports and Sexuality: The LGBT Revolution

May 4 Sports and Society

May 5 Discussion Section

Reading: complete LaFeber; Joe Nocera and Ben Strauss, "Fate of the Union: How Northwestern Football Union Nearly Came to Be," *Sports Illustrated*, Feb 24, 2016 <http://www.si.com/college-football/2016/02/24/northwestern-union-case-book-indentured>; "The Brief History of Gay Athletes," *ESPN*, Dec 18, 1998 <https://espn.go.com/otl/world/timeline.html>

**Journal Due****Week 15 Sports and Politics: Past and Present****Final Paper Due on May 8**

May 9 Course Review and Summation

**Final Examination TBA****Discussions Sections**

**F 10:10-11:00am GS 181**

**F 10:10-11:00am GS 348**

**Note: The F 10:10-11:00 section scheduled to meet in GS 350 has been cancelled. Students signed up for this section should attend the 10:10 section in GS 348.**

**F 11:15-12:05am GS 181**

**F 11:15-12:05am Rockefeller 187**

**Note: The F 11:15-12:05 section scheduled to meet in Rockefeller B15 has been cancelled.**