

HISTORY 2125
SPORT IN AMERICAN CULTURE
Spring 2023 CRN 14262

Professor: Dr. Linda J. Borish

Course Time: Tuesdays and Thursdays 3:30-4:45pm, 2710 Sangren Hall

Office Hours: 4305 Friedmann Hall

Thursdays 1:30-3:00pm, and by appointment

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Graduate Teaching Assistants

Joshua D. Simon, Office Hours: 4409 Friedmann Hall, Tuesdays 1:30-3:00pm, and

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Emmy G. Wade, Office Hours: 4421 Friedmann Hall, Mondays and Fridays 1:30-3:00pm, and

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Course Description

HIST 2125 is a Western Essential Studies (WES) course that fits Level II Exploration and Discovery, Category Societies and Cultures.

This survey course will explore the historical development of sport in American culture and processes of change in American culture and sport from the 15th century to the present. We will examine the place of sport in early settlements, through the growth of sport in the 19th century involving the rise of modern sport, and changes and challenges in sport in the 20th century to the present in American society. Placing special emphasis on the intersection of sport with gender, race, ethnicity, and social class the course underscores the ways that diverse groups have shaped the development of sport in the United States. We will examine the transformation of sporting experiences over time and how other factors such as religion, region, and technology have shaped sport in deepening our knowledge about American culture. The course also considers the materials aspects of sport including clothing, equipment, and facilities.

Student Learning Outcomes

HIST 2125 satisfies Western Essential Studies Level II Exploration and Discovery, Category Societies and Cultures

Students will

- Increase foundational knowledge of the Social Sciences, Humanities, or the Arts.
- Develop sensitivity to diversity and inclusion.

Other Student Learning Outcomes: Students will

- Analyze primary and secondary sources about sport in American culture drawing on historical materials and audio-visual materials to assist our understanding of the growth of sport in American society.
- Gain knowledge of historical concepts, factors, and particular events influencing the nature of sport within the larger context of United States history and culture.
- Examine the ways gender, race, ethnicity, religion, and social class influence sporting experiences in the past and present in understanding the cultural and human diversity of the United States.
- Develop critical thinking skills as we learn about historical evidence in sport in different time periods.

Required Readings

Gerald R. Gems, Linda J. Borish, Gertrud Pfister, *Sports in American History: From Colonization to Globalization*, Third Edition, 2022

The book is available in the WMU Bookstore; the book is available on Reserve at Waldo Library,

Articles on Elearning (others may be added and announced)

T.H. Breen, "Horses and Gentlemen: The Cultural Significance of Gambling among the Gentry of Virginia," *The William and Mary Quarterly*, Apr. 1977, Vol. 34, No. 2 (Apr., 1977): 239-257.

Linda J. Borish, "The Robust Woman and the Muscular Christian: Catharine Beecher, Thomas Higginson, and Their Vision of American Society, Health, and Physical Activities," *The International Journal of the History of Sport*, 4 (September 1987): 139-154.

Jon Sterngass, "Cheating, Gender Roles, and the Nineteenth-Century Croquet Craze," *Journal of Sport History*, 25, No. 3 (Fall 1998): 398-418.

Nathan Cardon, "Cycling on the Color Line: Race, Technology, and Bicycle Mobilities in the Early Jim Crow South, 1887–1905." *Technology and Culture* 62, No 4,(October 2021): 973-1002.

Sean Dinces, "Padres on Mount Olympus: Los Angeles and the Production of the 1932 Olympic Mega-Event," *Journal of Sport History*, 32, No. 2 (Summer 2005): 137-165.

David K. Wiggins, "'The Year of the Awakening': Black Athletes, Racial Unrest, and the Civil Rights Movement of 1968," in David K. Wiggins, Ed., *Glory Bound: Black Athletes in a White America* (Syracuse, NY: Syracuse University Press, 1997), pp. 104-122.

Class Requirements

1. **Attendance in class is required and critical to the learning process and your academic performance – 5%.** Developing note-taking skills, gaining historical information from lectures, and learning about historical materials presented in class will facilitate your academic success in this history class. Students are responsible for all material presented in class lectures, films, and course materials that form the basis of academic examinations and assignments. More than 2 unexcused absences will result in your attendance grade being lowered. Numerous missed classes will result in lack of attendance points for the attendance grade. Attendance is required for assignments to be completed in class. Proper legitimate documentation is needed for excused absences such as medical document for illness, funeral home document, or obituary, legal document, or document of approved WMU absence from class.

- **Students are to complete required readings in a timely manner for academic assignments** as this connects with acquisition of knowledge and taking notes in lectures.
- **Students are responsible for being aware of any revisions to this syllabus announced in class or announcements about academic assignments and dates for the syllabus.**
- **Students are responsible for getting lecture notes, and when a student misses lecture notes, the student can get them during office hours from Professor Borish, the TAs, or a fellow student; lecture notes are not emailed to students.**
- **Elearning will have posted the lecture material for two weeks after the actual lecture in class for student access to the lecture in a timely way.**

2. **Two in-class examinations**, primarily objective and critical thinking skills consisting of multiple choice questions, and some written questions, based on course readings, lectures, and in class materials - 25% each exam, 50% of the final grade.

Students need to complete required readings on time to facilitate studying for examinations and

academic performance. Examination dates are listed on the syllabus- **February 14, 2023, and April 4, 2023**

No make-up examinations will be given. Only with appropriate and accurate documentation for your absence such as for medical illness or an excused absence for approved WMU purposes, or an emergency may a make-up examination be possible.

3. **A Final Examination**, covering the last section of new material since Exam #2 and some cumulative material - 30% of the final grade. **No make-up** examinations except for as provided by the Registrar's office. **The Final Examination is on April 27, 2023, Thursday, 2:45-4:45pm** and is scheduled by the Registrar's Office. If a student has a legitimate conflict as approved by the Registrar's Office or WMU approved conflict, the student must contact the Professor within the first two weeks of class about the final examination date.

4. **Class Quizzes and Brief Writing Assignments on Readings and Class Materials** - 15% of the final grade. These quizzes and brief writing assignments of at least four in class assignments will enable students to demonstrate knowledge of particular themes and topics in course readings and their understanding of sources used in the historical study of sport in American culture.

Some quizzes are announced in advance and are listed on the syllabus; other quizzes may be unannounced and will address issues in readings, class lectures, or documentary films; not all quizzes, documentary films or in class assignments are therefore listed on the syllabus. Attendance in class and completing the assignments on the readings and focusing on the historical material will assist you in learning about sport in American culture.

- No make-up quizzes or writing assignments will be given except for medical illness, an emergency, or excused absence for approved WMU purposes with appropriate documentation for an excused absence.

To assist our analysis of historical materials and understanding of topics for the in-class quizzes, students will need to use the required readings of Gems, Borish, Pfister, **Sports in American History: From Colonization to Globalization and the course articles. Students must use their own book and articles for academic assignments to maintain academic integrity in class.*

5. **Conduct in the Classroom.** Students are to respect the learning environment of all students and must adhere to appropriate academic conduct in the class.

- Students must **not use cellular phones in class.** Please turn off all phones at the start of class. *Use of cell phones, texting, headphones will yield in a student being asked to leave the class.*
- Laptop computers may be used properly for taking notes on lectures, in class presentations and films, and may not be used in an improper manner during class for other purposes. **Inappropriate use of laptops during class time may yield in a student being barred from using a laptop in class.** Violation of the laptop policy will result in the student not being allowed to use a laptop in class.
- **Students must stay for the full class period and maintain respect for fellow students and the professor.** Please do not disrupt the educational process of others by leaving class early during lectures or coming late to class; coming late or leaving early will detract from attendance.
- Inappropriate behavior of reading of newspapers or materials from other courses will not be permitted. Such behavior deemed disruptive by a student will result in appropriate action taken per the Student Code of Conduct.

6. Students must adhere to Western Michigan University policies for academic conduct.

Students and instructors are responsible for making themselves aware of and abiding by the "Western Michigan University Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy and Procedures" related to prohibited sexual misconduct

under Title IX, the Clery Act and the Violence Against Women Act (VAWA) and Campus Safe. Under this policy, responsible employees (including instructors) are required to report claims of sexual misconduct to the Title IX Coordinator or designee (located in the Office of Institutional Equity). Responsible employees are not confidential resources. For a complete list of resources and more information about the policy see www.wmich.edu/sexualmisconduct.

Students must adhere to the Academic Honesty Policy of Western Michigan University in completing their assignments. Students are responsible for making themselves aware of and understanding the University policies and procedures that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity, and computer misuse.

Definition of Plagiarism. Plagiarism is the use of someone else's language, ideas, or other material without making the source(s) evident in situations where there is a legitimate expectation of original work. Plagiarism does not occur when efforts to promptly identify sources by making source use apparent to the audience of the submitted material are obvious. Plagiarism may not necessarily include mistakes in citation style. A legitimate expectation of original work exists for numerous circumstances, including (but not limited to): scholarly writing, technical presentations and papers, conference presentations and papers, online discussion postings, grant proposals, patents, book and other manuscripts, theses and dissertations, class assignments, artistic works, computer code, algorithms, and other creative works.

This definition applies to the entire WMU community, which includes all faculty; students; staff; visiting faculty, scholars, and administrators; and any other person governed by the academic research and other policies of the university.

The academic policies addressing Student Rights and Responsibilities can be found in the Undergraduate Catalog at <http://catalog.wmich.edu/content.php?catoid=24&navoid=974>. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s) and if you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

In addition, students are encouraged to access the Code of Conduct, as well as resources and general academic policies on such issues as diversity, human rights, religious observance, and student disabilities:

- Office of Student Conduct www.wmich.edu/conduct
- Division of Student Affairs www.wmich.edu/students/diversity
- University Relations Office <http://www.wmich.edu/policies/religious-observances-policy>
- Registrar's Office www.wmich.edu/registrar
- Disability Services for Students www.wmich.edu/disabilityservices

Please register your documented need for academic accommodation with the Office of Disability Services for Students (269- 387-2116, <https://wmich.edu/disabilityservices/eligibility-process>).

They will give you the documentation to bring to Professor Borish. Please bring this the first week of class to arrange the necessary accommodations in the beginning of the semester. Please plan to meet with me to discuss the DSS. We look forward to working with you.

This syllabus may be modified by the professor. You are responsible for keeping informed of any revisions of the HIST 2125 syllabus that occur by receiving announcements in class and checking your wmich email account. Check your wmich email regularly during this semester.

Grading

Each examination is worth 100 points. Quizzes and other in class assignments are graded and will be based on the type of quiz format. The overall Grading Scale is as follows:

92-100 = A	77-81 = C/B	60-66 = D
87-91 = B/A	72-76 = C	59 and below =E Failure
82-86 = B	67-71 = D/C	

Email Communication: E-Mail is an official WMU form of communication. You are required to use your WMU E-Mail address/account for communication with me as the Professor or when you communicate with our HIST 2125 TAs. Please address the emails accordingly using proper names for the Professor and the TAs as E-Mail is an official correspondence with me. Please check your WMU e-mail account for course information as at times I will send you relevant information or announcements.

Schedule of Classes and Reading Assignments

- Jan. 10 **Introduction to the History Course Sport in American Culture**
- Jan. 12 **Sport in American History and the Use of Sources in the Past**
Reading: *Sports in American History*, Preface and begin Chp. 1
- Jan. 17 & 19 **Sport in Colonial America: Praying, Playing, and Patterns of Sport**
Reading: *Sports in American History*, Chp 1
- Jan. 24 **Sports and Pastimes in the American Revolutionary Era and New Republic**
Reading: *Sports in American History*, Chp. 1. Pgs. 34-49
Quiz–Breen,” Horses and Gentlemen: The Cultural Significance of Gambling among the Gentry of Virginia”
- Jan. 26 **Health Reformers, Sport Advocates, and Changing Attitudes about Sport in the Antebellum Period, 1820-1860**
Reading: *Sports in American History*, Chp. 2
- Jan. 31 **Early 19th Century Sporting Competitions, Cultures, and Concerns: Rural Life and City Life**
Reading: *Sports in American History*, Chp. 2
Quiz – Borish, “The Robust Woman and the Muscular Christian: Catharine Beecher, Thomas Higginson, and Their Vision of American Society, Health, and Physical Activities”
- Feb. 2 **The Rise of Modern Sport and the Emergence of Sporting Communities in the 19th Century**
Reading: *Sports in American History*, Chp. 3
- Feb. 7 **Organized Sport and Early Intercollegiate Sport: Gender, Race, and Ethnicity in American Sporting Culture**
Reading: *Sports in American History*, Chp. 3
Quiz - Sterngass, “Cheating, Gender Roles, and the Nineteenth-Century Croquet Craze,”

- Feb. 9 **Transformations in American Sport and the Civil War Era**
Reading: *Sports in American History*, Chp. 3
- Feb. 14 **Examination #1**
- Feb. 16 **Politics, Nationalism, Baseball and Sport in the Gilded Age and Progressive Era**
Reading: *Sports in American History*, Chp. 4
Baseball Documentary Film Excerpts
- Feb. 21 **The Growth of Collegiate Football and National Identities in the Gilded Age**
Reading: *Sports in American History*, Chps. 4-5
Documentary Film Excerpts 8: *Ivy League Football and America*
- Feb. 23 **Sporting Practices, Places and Social Class in the Early 20th Century**
Reading: *Sports in American History*, Chp. 5
Quiz - Cardon, "Cycling on the Color Line: Race, Technology, and Bicycle Mobilities in the Early Jim Crow South, 1887–1905"
- Feb. 28 1 & March 2 **Sport, Ethnicity, Gender and Americanization in the Progressive Era and Early Decades of the 20th Century**
Reading: *Sports in American History*, Chp. 6
Quiz- from Chp. 6 on Feb. 28
- March 7 & 9 **Spring Break- No Class**
- March 14 & 16 **Race, Sport, and Manliness: Boxing and American Culture in the Early 20th Century**
Reading: *Sports in American History*, Chp. 6
Documentary Film Excerpts: *Unforgivable Blackness: The Life and Times of Jack Johnson*
- March 21 & 23 **Sport Heroes and Heroines and Mass Culture, and Integration 1920s - 1940s**
Reading: *Sports in American History*, Chp.7
Quiz -Dinces, "Padres on Mount Olympus: Los Angeles and the Production of the 1932 Olympic Mega-Event"
Documentary film on Gertrude Ederle
- March 28 & 30 **Sporting Identities and American Culture in Times of Change and Crisis and World War II**
Reading: *Sports in American History*, Chp. 7
Excerpts from documentary film
- April 4 **Examination #2**
- April 6 **Sports and Consumer Culture: Age of Television, Business, and Cultural Conflicts**
Reading: *Sports in American History*, Chp. 8

- April 11 **Social Movements and Sporting Movements: Revolution, Race and Seeking Equality in Sport and American Society**
Reading: *Sports in American History*, Chp. 8
Wiggins, “‘The Year of the Awakening’: Black Athletes, Racial Unrest, and the Civil Rights Movement of 1968,”
- April 13 **Sport and American Society in the Modern Civil Rights Movement and the Advent of Title IX**
Reading: *Sports in American History*, Chp. 8 & Chp. 9.Pgs. 316-321
Quiz - on Title IX
- April 18 **Problems in Contemporary American Sport: Performance Enhancing Drugs, Celebrity, and Globalized Culture**
Reading: *Sports in American History*, Chps 9 &10
- April 20 **Challenges in American Sport and American Culture, Summary and Review**
Reading: *Sports in American History*, Chp. 10 and Afterword

April 27, 2023 Thursday, 2:45-4:45pm FINAL EXAMINATION

Scheduled by the Registrar’s Office
Exam in regular classroom