

HISTORY 212
SPORT IN AMERICA - A SOCIAL HISTORY
INSTRUCTOR: T.A. PERRY
AUTUMN 2010
Daily 7:30 am to 8:20 am, Room D-103
OFFICE HOURS: BY APPOINTMENT AFTER CLASS
PHONE: (425)564-2278

COURSE DESCRIPTION:

We shall endeavor to trace the origin and development of sports/games as a cultural phenomenon. We will then discuss their expansion within the context of the western tradition. From there, we will treat in detail the further development of these endeavors in the United States, beginning with the traditional games of the colonial period, and ending with the corporate sports systems of contemporary society. This will require that we survey the development of "American" culture and national character in its reciprocal relationship to the macro-historical context of the "American" experience. We will further examine the increasing internationalization of the realm and business of sports with significant attention to sport as diplomacy during the Cold War (1945-85), and the economic implications of sport and culture in the post-industrial world. Lastly we will inquire about American sport and its cultural relevance in the 21st century.

REQUIRED TEXTS:

Tony, Perrottet: The Naked Olympics
K. Buford: Native American Son
Davis, Richard: America's Obsession
Davis & Abram: Betting the Line

COURSE REQUIREMENTS:

There will be three assignments, 2 mid-terms, and a final exam. To receive credit for this class, a cumulative passing average must be attained on these assignments. If any of the assignments are not completed, you **WILL NOT** receive a passing grade. All are take home exercises.

Mid-Term Exam I	DUE: Monday, May 16, 2011	33% of grade
Mid-Term Exam II	DUE: Friday, June 03, 2011	33% of grade
Final Exam	DUE: Wednesday, June 16, 2011	33% of grade

LATE EXAMS AND DUE DATES:

The Due Date for the final exam is inviolate. After 0900 hours on **Wednesday, June 16, 2011**, no assignment will be accepted by any manner of submission. If you are deficient in any matter of submission, an "F" grade will be assigned **FOREVER!**

GRADING POLICY: I assign the final letter grades on a straight forward percentage basis as follows:

A	(4.0) 98-100	C	(2.0) 79-82
A-	(3.7) 94-97	C-	(1.7) 76-78
B+	(3.3) 91-93	D+	(1.3) 73-75
B	(3.0) 88-90	D	(1.0) 70-72
B-	(2.7) 86-87	F	(0.0) BELOW 70
C+	(2.3) 83-85		

I do not curve grades, but I do make allowances for extenuating circumstances. (We all have bad days). And, I tend to emphasize overall improvement in assigning a final grade.

I do not offer and will not assign an Incomplete (I) grade. If you decide that this course is not your “cup of tea”, please do yourself a favor and withdraw, rather than simply evaporate “into the mystic”. Please be aware of the college calendar for withdrawal deadlines as detailed on page 5 of the Spring 2011 quarter schedule.

ODDS AND ENDS: My basic approach is to use lecture and appropriate media materials to enhance your comprehension of the subject matter. I will also place on the reserve shelf of the library readings that will supplement or clarify the lecture material.

I DO ENCOURAGE QUESTIONS. The only “stupid” question is the one which needs to be answered but is not asked.

NO CLASS DAY: Monday, May 20, 2011 (Memorial Day)

THOUGHT FOR THE QUARTER

*“You never understood that it ain’t no good.
You shouldn’t let other people get your kicks for you.”*

R. Zimmerman

PLEASE READ THE ATTACHED PROCEDURES OF THE SOCIAL SCIENCE DIVISION.

LEARNING OUTCOMES: (Knowledge skills students will acquire during course.)

The primary learning outcomes of History 212 are to:

- A. Develop critical/analytical thinking.
- B. Develop an historical awareness of cultural development.
- C. Develop an appreciation for the diversity of cultural values.
- D. Develop a comprehension of the role that sports and athletics have played in all cultures, with an emphasis on those of the western tradition in general and the United States in particular.
- E. Demonstrate how sports mirror the general cultural attitudes and values.
- F. Develop an appreciation for the human element within the trends of historical development.

These objectives will be accomplished by:

- A. Discerning historical bias.
- B. Differentiating between fact and fiction.
- C. Recognizing cogency of reasoning.
- D. Recognizing fallacious reasoning.
- E. Comparing and contrasting data.
- F. Assessing accuracy and thoroughness of data.
- G. Identifying cause and effect in history.
- H. Developing inferential abilities.
- I. Developing critical judgements about historical developments.

Students will then be able to apply these skills in the following areas:

- A. Comprehend the process of history.
- B. Gain a knowledge of basic geopolitical entities.
- C. Recognize the role that geophysical realities have played in shaping historical developments.
- D. Understand the role that human emotions/behaviors have played in historical trends.
- E. Appreciate the role that cultural outlooks/attitudes have played in the formation of:
 - 1. Religion
 - 2. Political Systems
 - 3. Social Stratification
 - 4. Gender Relationships
 - 5. Economic Systems
 - 6. Military Considerations/Necessities
 - 7. Plastic and Literary Arts
 - 8. Resource Exploitation and Environmental Degradation
 - 9. Science and Technology
 - 10. Sports/Athletics/Leisure Activities

COURSE CONTENT: (General Course Outline)

- I. INTRODUCTION
 - A. The Competitive Impulse
 - B. General Cultural Considerations
 - 1. The Why of Sports
 - 2. Corollary Dynamics
 - a. Gambling
 - b. Prizes and Purses
- II. THE ANCIENT WORLD
 - A. Greeks and The Agon
 - 1. Festival Games
 - 2. Professionalism
 - B. Rome
 - 1. Sport as Spectacle
- III. MEDIEVAL AND RENAISSANCE
 - A. Christianity: "Downing" the Devil
 - B. The Dawn of Elitism
 - C. New World Oddities
 - 1. Aztec "Atrocities"
 - 2. Baggataway: "The Little Brother of War"
- IV. THE AMERICAN EXPERIENCE
 - A. Themes
 - B. Problems
- V. COLONIAL/REVOLUTIONARY
 - A. Cultural Background
 - B. The Frowning Puritans
 - C. The Turf Sports
 - D. Sectional Differences
- VI. EARLY NATIONAL/JACKSONIAN ERAS
 - A. Cultural Background
 - B. Sports
 - 1. Pugilism
 - 2. Pedestrianism
 - C. Muscular Christianity
 - 1. Mass Leisure
 - 2. Higher Education
- VII. COMING OF AGE
 - A. Cultural Background
 - B. Cricket and Baseball
 - C. The English "Public School" Model
 - 1. Soccer and Rugby
 - 2. Intercollegiate Football

- VIII. RECONSTRUCTION/THE GILDED AGE/Fin de Siècle/Reform
 - A. Cultural Background
 - B. Professionalism and Corporate America
 - 1. Baseball
 - C. The Minor Sports and Athletic Clubs: An Emerging Elite
 - 1. Tennis
 - 2. Golf
 - D. Muscular Christians Redux
 - 1. Basketball
 - 2. Playground Athletics
 - 3. International Implications
 - E. Sport and Ethnicity
 - 1. Jim Crow and the Plessy Case
 - 2. Jack Johnson
 - F. Muckraking and Reform
- IX. THE TWENTIES: THE FIRST ATHLETIC GOLDEN AGE
 - A. Cultural Background
 - B. Baseball and "The Bambino"
 - C. The NFL
 - D. Boxing and Radio
 - E. What Goes Up..., The Depression
 - F. Sport and Nationalism
 - 1. Joe Louis
 - 2. The '36 Olympics
- X. POST WAR AMERICA: THE NUCLEAR HEGEMONY
 - A. Cultural Background
 - B. New Technology - New Audience
 - 1. Television
 - 2. The Media Explosion
 - C. Sport and Ethnicity - A New Age
 - 1. Jackie Robinson
 - 2. The Brown Case
 - D. Sport and Diplomacy -- the West and the "Evil Empire"
 - E. The 50's - Real Normalcy
- XI. SPORT AND SOCIAL REVOLUTION
 - A. Cultural Background
 - B. Mass Media/Mass Society
 - C. Civil Rights and Women's Movements
 - 1. Ali
 - 2. Title IX
 - D. Governance: Big Bucks/Big Bureaucracy
- XII. AMERICA AND THE MODERN OLYMPIAD
 - A. General Background
 - B. Hypocrisy and Contradiction
 - C. The Eastern Bloc: Athletics and Propaganda

XIII. SUMMARY

- A. College Athletics, Surrogate Pros
- B. Continuing Ethnic Tensions/Rivalries
- C. Racism and American Sports
- D. Gender Inequity
- E. How Big Can the "bucks" Really Get?
- F. "What a Long Strange Trip It's Been..." Is there a Viable Future?