

HISTORY 212
SPORT IN AMERICA - A SOCIAL HISTORY
INSTRUCTOR: T.A. PERRY
Fall Quarter 2018
Daily 10:30-11:20; Room D274-C
OFFICE HOURS: BY APPOINTMENT AFTER CLASS
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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:

Potter, D. The Victor's Crown...
Buford, K. Native American Son
Davis & Abram: Betting the Line
Zirin, D. A People's History of Sports

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: Friday, October 12, 2018 33% of grade

Mid-Term Exam II DUE: Friday, November 16, 2018 33% of grade

Final Exam DUE: Thursday, December 6, 2018 33% of grade

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

| | | | |
|----|--------------|----|----------------|
| A | (4.0) 95-100 | C | (2.0) 73-76 |
| A- | (3.7) 91-94 | C- | (1.7) 70-72 |
| B+ | (3.3) 88-90 | D+ | (1.3) 66-69 |
| B | (3.0) 83-87 | D | (1.0) 60-65 |
| B- | (2.7) 80-82 | F | (0.0) BELOW 60 |
| C+ | (2.3) 77-79 | | |

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.

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.

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

NO CLASS DAYS:

Tuesday, October 2, 2018 (?Quien Sabe?)
Monday, November 12, 2018 (Veterans/Armistice Day)
Thursday/Friday, November 22/23, 2018 (Thanksgiving Holidays)
Monday, December 3, 2018 (Student Success Day)

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

ATTENDANCE DISCLAIMER:

I have not, do not and never will utilize class attendance as a factor in assessing a grade, for a variety of reasons (whether a student is present or not for class is a personal decision). I would hope that I have something to offer vis-à-vis enhancement and/or comprehension of the course material and that might entice students to show up at least for the entertainment value. However, be aware that decisions like coins have two sides and an edge. The other side of the attendance coin is this: if announcements or pronouncements are made that are relevant to any and all aspects of the class, especially the course calendar; I am not responsible if a student is not present to hear them! In other words, if you are not HERE to HEAR an important announcement, "It's your misfortune and none of my own".

CLAIMING ASSIGNMENTS:

If any assignment is not claimed by the end of the term, each assignment will accrue a ten point penalty subtracted from the assessed score for each quiz or mid-term remaining in my possession on final exam day.

CANVAS:

This is a traditional on campus class taught by your instructor in a traditional fashion without the help or hindrance of any digital bells and whistles. Ergo, nothing will be posted on Canvas, the institution's course management system save for this syllabus and a link to the course evaluations. The evaluations will be activated by another person in another office at the appropriate time, please check your BC email account for evaluation notification information.

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. Baggageaway: "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?