Fall 2005
Kin 561 - "History of American Sport and Physical Culture"

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Office Hours: Use Sign-Up Sheet on my door

Course Description: This course examines a series of historical topics that help to explain the nature and significance of the sport and physical culture industry in contemporary America. Students will read both primary sources and scholarly interpretations. Critical reviews, debates, writing assignments and a research project will provide experience in the historian's craft.

Prerequisites: This course requires a UNH email account and Internet access to the Web-based system BLACKBOARD at: http://blackboard.unh.edu/ Be sure that your computer has readers for Word, PowerPoint, Windows Media, and Quicktime. These can all be downloaded for free; follow directions on Blackboard.

Objectives: The course is designed to enable students to meet the following learning objectives:
- to comprehend the general development of sport and physical culture in America.
- to recognize the relationship of #1 to broader developments in American history.
- to enhance skills in the methods of historical inquiry.
- to appreciate the value of history and historical methods for contemporary problem solving.
- to improve skills in synthesizing and conveying information through oral and written expression.

Grade Components:
- Discussion and Debates 10 Points
- Short Writing Assignments 35 Points
- Research Paper Drafts 35 Points
- Final Portfolio 20 Points

GRADE RANGE - Based on total points
- A range : 90-92=A-; 93+=A
- B range : 80-82=B-; 83-96=B; 97+=B+
- C range : 70-72=C-; 73-76=C; 77+=C+
- D range : 60-62=D-; 63-66=D; 67+=D+
- Fail : below 60

Required Texts: - "KIN 561 Readings", Packets available at MUB Copy Center. Parts 1 and 2

POLICY ON CHEATING
In this course cheating includes: (1) Plagiarizing another author's work in a paper. Be sure to cite your sources. (2) Using another student's ideas on a writing assignment. In cases of cheating or suspected cheating, the instructor will follow due process, but will recommend that violators fail the course and be suspended from UNH.

POINTS OF EMPHASIS IN WRITING ASSIGNMENTS
All writing assignments must be typed. Grading will be based on 1) effective use of source material to answer questions.
"Telling" quotes should be used, but quotes should always be introduced and framed. 2) coherent organization, including an introduction and a conclusion 3) effective paragraphs, including transition and lead sentences 4) standard spelling. NOTE: each misspelling will cost one point. Proofread!!!! 5) Use the past tense. SEE SAMPLES OF WRITING IN PACKET. Late papers will lose points, stories about faulty printers notwithstanding.

ATTENDANCE, DISCUSSION, AND DEBATES (10 points)
Class absences beyond the fourth for any reason will result in a loss of 1 point per absence. Calling to say "I'm sick today" is nice, but it is still an absence. Students who encounter special personal problems should see me as soon as possible. Much of this course will revolve around discussions of the readings. Students must be prepared every class to discuss the assigned readings. DISCUSSION IS ESPECIALLY IMPORTANT ON DAYS OF DEBATES OR WRITING ASSIGNMENTS. Discussion points (0-10) are based on active, informed participation.

SHORT WRITING ASSIGNMENTS (35 Points)
25 points -- There will be five short (1 page) writing assignments, requiring an analysis and synthesis of assigned readings. Assignments will be edited in class and used as the basis of discussion. Papers are worth five points each, awarded on the basis of thoughtfulness and imagination, use of detail cited from sources, paragraph structure and flow, and completion of directions. Papers are deliberately limited to one page, to practice simple, direct prose and the use of short “telling” quotes from sources. Be sure to use 1.5 line spacing so you fit each paper onto one page.

10 points -- For every article or chapter marked "R", students must prepare and bring to class a typewritten, one-paragraph statement of the author's thesis, using summary quotes from the article. Be sure to include proper footnotes. These papers will develop specific writing skills, will be a basis for class discussion, and will be spot-checked (and maybe collected) by the instructor. At least two of these must be revised for the final portfolio

All papers must be typewritten, and are due in class. No credit for handwritten papers. Late papers will earn no points.

RESEARCH PROJECT DRAFTS: (35 POINTS)
Each student will develop a 6-7 page typewritten research paper on any event or person related to the course. Papers must consider, in some way, an historical "question" of significance. Papers must use at least 2 articles or books in the lit review and at least 5 different primary sources (that are pre-1990) for evidence in the narrative. These primary sources must be secured in and of themselves. That is, you may not “count” as one of the five primary sources a quote from a secondary source (e.g. from a book or article). You must do your own digging. Papers must have at least three parts:

- **PART I - Introduction and Lit Review** - The "Question" and what other recent authors have written about the issue. How the particular event or person relates to the larger question (ex. how does the case of the "Haskell" golf ball relate to the larger question of technology and culture). (1-2 PAGES)

- **PART II - The Narrative** - Telling your story, framing your own thesis, based on primary sources. (3-4 PAGES)

- **PART III - Conclusion** - Discussing how your research has answered or redefined the question. (1 PAGE)

Endnote or Footnote Style: papers must use Turabian Style, like most of the "review" readings marked "R" in syllabus. For an on-line set of examples, see: [http://www.bridgew.edu/Library/turabian.cfm](http://www.bridgew.edu/Library/turabian.cfm)

The final paper will be in the Writing Portfolio, which must include my corrected drafts of the original proposal, lit review, and source narrative.

**Due Dates for Paper Drafts**- failure to meet a due date will mean loss of five or more points.
1. **Draft of Proposal – 5 points** – Due September 13 – 100 word proposal that describes the topic/question that you will address in the paper. What is the topic/question? Why are you interested in it? What time period? What sources do you think will be available? Try to grab the reader with a good lead sentence, perhaps describing an event, or your own experience that triggered an interest in a topic.

2. **Proposal/Lit Review – 15 points** – Due October 18 – Attached by paper clip to the original proposal (above) that contains my comments, a 300-400 word draft that includes (a) an revised introduction to your question, and a review of at least two recent scholarly articles or books on the topic, conveying (by way of a summary quote, such as we have been practicing in class with the readings marked “R”) the authors’ views on the topic, (b) case context you will explore in your research (e.g., your question may be on gambling and sports but you will examine gambling at UNH), (c) expected source material (e.g., interviews, archives, newspapers?). You must be explicit on the sources you will use. Who will you interview? What newspapers? What archives?

   **POINTS TO REMEMBER ON LIT REVIEWS**
   - Remember, the literature review must relate to your question, which must be **HISTORICAL** in nature. That is, the question should consider some notion of change or continuity over time. At least part of the time period MUST be prior to 1990.
   - Find two SCHOLARLY articles, books, or chapters – SECONDARY SOURCES, the more recent the better -- that provide some kind of answer to your question.
   - DO NOT use primary sources for your lit review. Save those for your own narrative.
   - DO NOT use web site material for the lit review. Most of it is undocumented and much of it is garbage. [note – a sure way to FAIL the paper is to base it on quick web surfing].
   - Once you find your pieces of literature, read them carefully and take notes. You will need to introduce your quotes by explaining the general topics/issues in the article or book. Remember – the quotes you use in your lit review must SOMEHOW ANSWER your question.

3. **Draft of Primary Source-Based Narrative – 15 points** -- Due in class November 22. 600-700 word draft of the narrative, based on quotes and information from at least five different pre-1990 primary sources. This is the guts of your story, your answer to the question. Your narrative may run contrary to the positions you described in the lit review. It may corroborate those positions. This draft must also include a 100-200 word description of how you found your primary sources. Remember -- The five primary sources must be secured in and of themselves. That is, you may not “count” as one of the five primary sources a quote you lifted from a secondary source (e.g. from a book or article). You must do your own digging. Ripping off another person’s research by lifting their primary source quotes may not be plagiarism in the most technical sense, but it is a sure-fire way to fail this paper!!! Quotes must be introduced and attributed in the narrative.

**FINAL WRITING PORTFOLIO** -- 20 Points -- Due Thursday, December 15 noon, in Room 109.

The final portfolio will consist of the following items, held together in a folder with pockets. Do not use plastic binders. Grading - based on use of sources, proper footnotes, organization, clarity of expression, and attention to instructor suggestions on drafts.

- **10 points** -- A final version of the research paper. Paper clip the final paper together. Do not staple. Attach the original versions (with my comments) of the proposal, lit review, and source narrative.
- **5 points** -- Revisions and originals (with editing comments) and of any two paragraphs explicating “R” readings.
- **5 points** -- Revision and original with editing comments of any one of the five writing assignments

**TOPICS AND REQUIRED READINGS:** note: packets also have assignments

8/30 **Intro/Sources**
- examples of writing and footnote styles (by G. Gems and S. Hardy)
- Writing tips
- Sample papers from Jenn Richardson and Jenn Gotto

9/1 **Models of Change/ British-Colonial Heritage**
- Transition models by Guttmann, Ingham, Dunning, and Adelman
- excerpt from Spectator, 1711
- outline on “British legacies”
- R Ben Rader. "Folk Games of Early America" (1990)
- outline on “Colonial American Sport: Summary”

9/6 **Social Orders, 1800-1860, Part I, Class, Race, and Residual Sports**
- Outlines on “Sport and Social Orders,” “Urban Problems,” “From Household to Factory,” “Social Strata,” and “Alternative Popular Culture”
- “Feathered Netherworld” (1998)
- Edward Savage, "Rat Pits." in his Police Records (1873) , 159-166
- Ashe, Travels in America (1808)
- Catlin. Manners...North American Indians. (1844) Choctaw lacrosse
- Example of an article summary (by K. Schneck)

*** WRITING ASSIGNMENT DUE ON 9/6 ***

9/8 **Social Orders, 1800-1860, Part II, Gender and Modernity**
- Outlines on Muscular Christianity and the Gendering of Craft
- Beecher, “Home Exercises.” (1857)
- R L. Borish, “ A Fair, Without the Fair (1990)

9/13 **Brief Proposal** on Research Paper due in Class (see above in syllabus for details)

9/15 **Early Spectacles and Entrepreneurs: rowing, racing, athletics**
- Outlines on Emerging Ideology and Key Themes
- Ad for “Gymnastic Games.” (1843)
- Outline on Rowing and articles on Louisville-Pittsburgh Boat Race ((1838)
- outline on horse racing and story on “Peytona V. Fashion.” New York Herald (1854)
- outline on pedestrianism and story on “The Great Foot Race.” Amer. Turf Register (1835)
- outline on harness racing

9/20 **Early Spectacles: Boxing and Baseball**
- outline on boxing and article by Gorn, “The First Championship Prizefight” (1992)

*** WRITING ASSIGNMENT DUE ON 9/20 ***

9/22 **The Production of Sports Consumption, 1850-1900**
- outline on “Production of sports consumption”
- golf articles from Country Life in America (1905)
- excerpts from Sporting Goods Ads, 1832-1902

** DEBATE **

9/27 **Bourgeois Boom, 1870-1910, Exercise, Health, and Gender**
- outlines on Bourgeois Boom and Venues for active life
- Sandow. “How to Preserve Health.” (1894)
- Lacrosse Rules (1868) Queensberry Rules (1887) and Ice Hockey Rules (1893)
9/29  Class in Library, Room 421

10/4  New Communities of Sport
- outline on sport communities
- R  John Kasson, _Amusing the Millions: Coney Island_ (1978)

****DEBATE****

10/6  The Bloated Bureaucracies of Amateurism
- outlines on origins of amateurism and the web of amateurism
- James E. Sullivan, “Athletics & the Stadium.” (1901)
- James Brendan Connolly,”The Capitalization of Amateur Athletics.” (1910)

*** WRITING ASSIGNMENT DUE 10/6***

10/11  College Athletics, 1850-1910, Part I
- outlines and grid on college athletics
- Eliot, "Rowing." (1923), 9-14
- Baker to Camp on Princeton Athletics (1888)

10/13  College Athletics, 1850-1910, Part II
- Deming, "The Money Power." (1905)
- Senda Berenson, "Significance of Basketball for Women." (1903)
- [http://memory.loc.gov/ammem/awhtml/workkleisSubjects02.html](http://memory.loc.gov/ammem/awhtml/workkleisSubjects02.html) - view two college football films by clicking on “football.” Choose the MPEG format when prompted. You must have Real Player or Windows Media Player.

* * DEBATE * *

10/18  Proposals/Lit Reviews for Research Projects Due in class. See syllabus for guidelines

10/20  The Big League Model: Baseball's Cartel, 1860-1899
- outlines on “stages”, “sports leagues,” and “ties of dependence”

10/25  The "Other" Pro Leagues: Football and Basketball
- Gems, documents on early pro football
- Cope. Game That Was. (1974), 57-66 (Ole Hausgrud)

10/27  Games of Reform, 1860-1920
- outlines on progressivism, reform and sport
- Frederick Law Olmsted, "Public Parks...” (1871)
- "Boston Park Rules," (1887)
- Jane Addams, "Recreation as a Public Function,” ca. 1900
11/1  **Limits of Reform**
- Gilmore, excerpts on Jack Johnson, 1975
**WRITING ASSIGNMENT DUE 11/1**

11/3  **1920s – The First Golden Age of Heroes**
- outlines on interwar years, struggle, and state involvement
- Brill, "The Why of the Fan." (1919)
- Satterthwaite. "Lenglen and Wills" (1926)
- N.Y. *Times* articles on women athletes (1922)
- hockey articles from *Boston Herald* (1924) and *Literary Digest* (1927-28)

11/8  **1920s -- Media Hacks and Hucksters**
- *NYT* ad and articles on World Series radio (1922)
- McNamee "Adventures in Broadcasting Sports" (1928)
- Kofoed. "Master of Ballyhoo" (1929)
- Pegler "Ice Bill" (1926)
- Sperber "4 Horsemen" (1994)

11/10  **Blacks and Women: Leagues of Their Own**
- Tunis. "Women and the Sport Business" (1929)
- Two short articles in *Chicago Tribune* (1926)
- Gallico "Farewell to Muscle Molls" (1937)
- "Guide to All American Girls" (ca. 1945)

11/15  **1930s -- New Deals in Sport?**
- Outline on the Depression, New Deal, and Sports
- Naison, "Lefties and Righties: The CP and Sports During the Great Depression." (1979)
- Committee on Fair Play, "Preserve Olympic Ideal" (1936)
- Snyder, “the Real Winners” (1936)
**DEBATE**

11/17  **Changing Postwar Landscapes**
- *R* Fisher. "Rochester Royals...1945-57"
- Golenback, "Big Bill France"

11/22  **Drafts of Primary Source-based Narratives due in class. See above for details.**

11/29  **Sports and the Tube**
- Roberts, Olson, "TV, Sports, and Mass Culture" (1989)
- "Roller Derby: An Industry Made by Television" (1949)
**DEBATE**
12/1  **Title IX and Equity: The “Real” Story**
- outlines on Title IX and mixed opportunity
- "Woman recalls...Title IX”
- “Women’s sports enter NCAA arena” (1999)
- Sperber, “The NCAA as Predator”

**WRITING ASSIGNMENT DUE 12/1**

12/6  **The Race Game**
- Moore, “A Courageous Stand”
- Edwards, "Black Athletes: 20th Century Gladiators” (1972)
- Edwards, “Are We Putting Too Much Emphasis on Sports,” 1992

12/8  **Labor Alienation**
- Sherman Antitrust Act of 1892
- reprint of 1957 attitudes toward reserve system
- outline of AAU-NCAA feuds
- Moore, “Campaign for Athletes Rights” (1979)

12/15  Final Papers Due by noon, in Rm 109, NH Hall