**History 294-16: Sport in the Modern World (Spring 2016)**

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111 Old Main

Monday, Wednesday and Friday, 3:30-4:30pm

Office Hours: Tuesdays, 9am-12pm in 308 Old Main

Sport, leisure, and organized competition have been elements of human societies since at least the Greco-Roman period. In many ways, however, sport has served as an 'arena' for the articulation, definition, and rejection of some of the modern world’s most foundational elements. In this class we will investigate the ways in which societies throughout the world have used sports to make particular arguments about race, gender, class, empire, and nationality since the end of the eighteenth century. Particular themes that we will explore include the roles of cricket and soccer in the British Empire, 'Muscular Christianity' and the ideological roots of the YMCA, the development of college football on Ivy League campuses, shifting conceptions of manhood in the late 19th century, the 'Nazi' Olympics of 1936, the desegregation of baseball, the monetization of professional sports in the 20th century, and debates concerning the history of slavery and the modern Black athlete.

The course will follow this thematic trajectory:

1. The Emergence of Modernity
2. Controlling the Body
3. Religion
4. Gender
5. The Global Spread
6. Economics
7. Race and Politics
8. Soccer
9. The Black Athlete

**Grading:** Assignments will include weekly quizzes, a map quiz, mid-term exam, and final exam.

 5% -- Attendance

10% -- Participation

15% -- Quizzes

30% -- Midterm Essay

5% -- Weekly Journals

35% -- Final Essay

**Policies:**

Attendance: Attendance will be taken at the beginning of each class. While students are expected to attend every class, each student will be allowed two unexcused absences. Each subsequent absence will result in a significant blow to your final grade. Thus, not turning up to class is entirely sufficient for a bad grade. Three late arrivals (entering class after I have received a completed attendance sheet) or early departures will count as an unexcused absence.

You must provide written, official documentation to excuse your absence; this documentation will be accepted at my discretion. As classes will focus on close readings of assigned texts, assigned readings must be brought to class. Failure to bring assigned readings can negatively influence your participation grade.

Participation: It is important that you come prepared to actively participate! It should be clear that participation is critical to your learning, understanding, and success in this course. Ten percent of your final grade is assigned according to your performance in section, so it should also be clear that not participating is sufficient for a high grade. If you believe that I would have difficulty accounting for your contribution to class discussions, you should naturally be concerned and seek to correct this.

Even if you are unsure of what a particular reading is getting at, asking specific questions that showed that you tried to engage with the material will benefit you. I will make sure that everyone gets a chance to talk and will ask questions of people who are not talking in order to give them a chance to express themselves. If you think that you are not getting a fair opportunity to participate in the discussion, please come and talk to me.

Quizzes: Throughout the term there will be quizzes testing reading comprehension and general aptitude of what we have covered. Unless otherwise stated, they will always be on Wednesday and cover **the readings and lessons since the last quiz**. Your lowest quiz will be dropped. Quizzes will consist of multiple choice and short identification answers based on lectures and assigned readings. If you miss a quiz due to an excused absence, you are allowed to come see me in office hours and make it up within a week of that quiz—otherwise, it will count as a zero.

If you miss a quiz due to an unexcused absence, you will earn a zero for that quiz.

Academic Integrity: **Academic Integrity** is assumed and will be enforced. In brief, cite other people when you use or reference their work! When citing a reading or lecture, make absolutely sure to use footnotes including the name, book/article title, location, publisher, and specific page number(s) used. For example,

Diane Bjorklund, *Interpreting the Self: Two Hundred Years of American Autobiography*. Chicago: University of Chicago Press, 1999; 7-8.

When taking someone else’s words verbatim, use quotation marks and footnotes! I will elaborate on this in class, and if you have more questions please do not hesitate to ask. Simply put, plagiarism is an extremely serious offence. We will review proper citation usage and formatting in class before the midterm essay is assigned.

The College’s standards for academic conduct are provided at the following link:

https://www.macalester.edu/studentaffairs/studenthandbook/03academicpolicies/03-05academicintegrity.html

Weekly Journals: With the dual realities that we may not get to each reading each class and that every student may not have a chance to say everything that they’d like in class, weekly journal are allowed as intellectual spaces in which you can formally engage the material. This journal should be kept in electronic form and should be ready to be turned in at my discretion.

The reading responses should be no less than three paragraphs long and should only consider material engaged in a particular week. The response should clearly indicate which readings you’re responding to (a heading would be easy) and should be written in formal/semi-formal language—free of grammatical errors, slang, or colloquialisms. Writing in the first person is fine, and aim to be concise, insightful, and **analytical**—summary is highly discouraged and will negatively impact your grade. In addition, cut to the chase—rambling and flowery language indicate poor reading and will result in a poor response.

The structure is relatively open. One possible model would be to:

* use your first paragraph to discovers/states the central thesis of the work (or works) that you’re responding to
* this would be followed by two (or more) paragraphs that respond to this thesis or the evidence used in the piece. Is the argument unusual, innovative, problematic? Is it convincing? Supported by evidence? Or, you could critique or counter the argument. How might one draw a different conclusion based on the evidence? Finally, you might take a reflective position by thinking about how a particular reading (or readings) casts light on other material/discussions we’ve had (and how it does so).

Grading Policy: Any requests for reconsideration or grade changes must be submitted to me **after** 24 hours **and within** a week of receiving the grade. In order to have a grade reconsidered you must submit, in writing, your one-page, single-space justification for a higher grade. After submitting the justification your grade will be assessed and may result in a higher or lower grade than the original. Late work will be penalized. If you foresee a time conflict, you must consult with me via email or in person **prior** to the assignment’s deadline. I will personally decide if and/or when your assignment deadline will be changed.

Note: reading journals will not be accepted late.

Religious Holidays: Students who expect to miss class or examinations because of religious holidays must inform me by the add/drop deadline. You must reschedule your exam time before your absence.

Accommodation: I am deeply committed to supporting your learning! If you are meeting challenges to your learning that I can assist you with, please bring them to my attention. If you need adjustments or accommodations in light of a disability, please let me know at your earliest convenience. Academic adjustments and accommodations should be accompanied by notification from the Student Affairs Office at 119 Weyerhaeuser Administration Building.

*There is a no cell-phone, no laptop policy in the classroom. Please turn your cell phones to vibrate or silent. If you are seen typing on a cell phone during class, you should expect your participation grade to suffer.*

Books to Purchase:

Michel Foucault, *Discipline and Punish: The Birth of the Prison.* New York: Random House, 1995.

Laurent Dubois, *Soccer Empire: The World Cup and the Future of France*. Berkeley: University of California Press, 2011.

William C. Rhoden, *Forty Million Dollar Slaves: The Rise, Fall, and Redemption of the Black Athlete.* Three Rivers Press, 2006.

Eduardo Galeano, *Soccer in Sun and Shadow*. London: Verso, 1998.

**Week One**

Friday, January 22: Introduction

**Week Two: The Emergence of Modernity**

Monday, Jan. 25th: Norbert Elias, "The Genesis of Sport as a Sociological Problem." In *Quest for Excitement: Sport and Leisure in the Civilizing Process*, edited by Norbert Elias and Eric Dunning, 126‐49. Oxford: B. Blackwell, 1986.

Wednesday, Jan. 27th: C.A. Bayly, ‘The first age of global imperialism 1780-1830,’ in Peter Burroughs and A.J. Stockwell (eds.), *Managing the Business of Empire: Essays in Honour of D.K. Fieldhouse*. London, 1998: 28-43.

Friday, Jan. 29th: C. A. Bayly, "Converging Revolutions, 1780‐1820." In *The Birth of the Modern World, 1780‐1914: Global Connections and Comparisons*, 86‐120.

**Week Three: Controlling the Body**

Monday, Feb. 1st: Michel Foucault, "The Body of the Condemned" and “The Spectacle of the Scaffold” in *Discipline and Punish: The Birth of the Prison.* New York: Random House, 1995; 3‐16, 32-69.

Wednesday, Feb. 3rd: Foucault, "Docile Bodies" In *Discipline and Punish*, 135-156

Friday, Feb. 5th: Foucault, "Panopticism." In *Discipline and Punish*, 195-228

**Week Four: Religion**

Monday, Feb. 8th: J.A. Mangan, "Publicists, Propagandists, and Proselytizers." In *The Games Ethic and Imperialism: The Diffusion of an Ideal*, 21‐42.

Sir Charles Tennyson, "They Taught the World to Play." *Victorian Studies* 2, no. 3 (1959): 210‐22.

Wednesday, Feb. 10th: Clifford Putney, ‘God in the Gym’ in *Muscular Christianity: Manhood and Sports in Protestant America, 1880-1920*. Cambridge: Harvard University Press, 2003; 45-73.

Friday, Feb. 12th: William J. Baker, "Praying and Playing in the YMCA”. In *Playing with God: Religion and Modern Sport*. Cambridge: Harvard University Press, 2007: 42-63.

**Week Five: Gender**

Monday, Feb. 15th: Roberta J. Park, “Concern for the Physical Education of the Female Sex From 1675 to 1800 in France, England, and Spain,” *Research Quarterly* 45 (May 1974): 104-119.

Roberta J. Park, "From "Genteel Diversions" To "Bruising Peg": Active Pastimes, Exercise, and Sports for Females in Late 17th‐ and 18th‐ Century Europe." In *Women and Sport: Interdisciplinary Perspectives*, edited by D. Margaret Costa and Sharon R. Guthrie. Champaign, IL: Human Kinetics, 1994: 27-38.

Wednesday, Feb. 17th: Gail Bederman, “Remaking Manhood through Race and Civilization.” In *Manliness & Civilization: A Cultural History of Gender and Race in the United States, 1880‐1917*. Chicago: University of Chicago Press, 1995: 1-23.

Friday, Feb. 19th: Wanda Ellen Wakefield, "Playing in the Post‐War World and Planning for the Future of Military Sport." In *Playing to Win: Sports and the American Military, 1898‐1945*. Albany: State University of the New York Press, 1997: 35‐57.

Joseph E. Raycroft, ‘Boxing’ in *Mass Physical Training for Use in the Army and Reserve Officers' Training Corps*. Washington D.C.: United States Infantry Association, 1920; 84-102.

**Week Six**

Monday, Feb. 22nd: Vicente Diaz, "'Fight Boys, 'Til the Last ...': Islandstyle Football and the Remasculization of Indigeneity in the Militarized American Pacific Islands." In *Pacific Diaspora: Island Peoples in the United States and across the Pacific*, edited by Paul R. Spickard, Joanne L. Rondilla and Debbie Hippolite Wright. Honolulu: University of Hawai'i Press, 2002: 169‐94.

**The Global Spread**

Wednesday, Feb. 24th: Ashis Nandy, "The Wistful Camel and the Eye of the Needle." In *The Tao of Cricket: On Games of Destiny and the Destiny of Games*. Oxford: Oxford University Press, 2000: 52‐89.

Friday, Feb. 26th: James Naismith, ‘The Foreign Spread’ in *Basketball: Its Origin and Development*. New York: Association Press, 1941, 143‐60.

**Week Seven**

Monday, Feb. 29th: William J. Baker, "Varieties of Football." In *Sports in the Western World*. Totowa, N.J.: Rowman and Littlefield, 1982: 119‐37.

Eduardo Galeano, *Soccer in Sun and Shadow*. London: Verso, 1998; pp. 23-32

Wednesday, Mar. 2nd: William W. Kelly, "Is Baseball a Global Sport? American's "National Pastime" As Global Field and International Sport." In *Globalization and Sport*, edited by Richard Giulianotti and Roland Robertson. Oxford: Blackwell, 2007: 79‐93.

Friday, Mar. 4th: Douglas A. Brown, "The Olympic Games Experience: Origins and Early Challenges." In *Global Olympics: Historical and Sociological Studies of the Modern Games*, edited by Kevin Young and Kevin B. Wamsley. Amsterdam; Oxford: Elsevier JAI, 2005: 19‐ 41.

Barbara J. Keys, "The Rise of International Sports Organizations." In *Globalizing Sport: National Rivalry and International Community in the 1930s*. Cambridge, MA: Harvard University Press, 2006: 40-63.

**Week Eight: Economics**

Monday, Mar. 7th: Walter LaFeber, “The Globalization of Michael Jordan” in *Michael Jordan and the New Capitalism*. New York: W.W. Norton & Company, 1999; 49-67.

Moss, Richard J. "The Country Club Idea and American Experience." In *Golf and the American Country Club*. Champaign, IL: University of Illinois Press, 2001: 5‐19.

\*\*Midterm Essay Assigned\*\*

Wednesday, Mar. 9th: Michael Silk, "Televised Sport in a Global Consumer Age" in *The*

*Commercialisation of Sport*, edited by Trevor Slack. London Routledge, 2004: 226‐46.

David Whitson, "Circuits of Promotion: Media, Marketing and the Globalization of Sport." In *MediaSport*, edited by Lawrence A. Wenner. London: Routledge, 1998: 57‐72.

Friday, Mar. 11th: George Lipsitz, "The Silence of the Rams: How St Louis Schoolchildren Subsidize the Super Bowl Champs." In *Sports Matters: Race, Recreation, and Culture*, edited by John Bloom and Michael Nevin Willard. New York: New York University Press, 2002: 225‐45.

Brook Larmer, ‘The Center of the World’ *Foreign Policy*, No. 150 (Sept.-Oct. 2005), 66-74. [JSTOR]

**Week Nine**

**No class—Spring Break**

**Week Ten: Race and Politics**

Monday, Mar. 21st: Arnd Krüger, “Once the Olympics are through, we'll beat up the Jew” German Jewish Sport 1898–1938 and the Anti-Semitic Discourse’ *Journal of Sport History* Vol. 26 No. 2 (1999): 353–375. [JSTOR]

Roberta Vescovi. “Children into Soldiers: Sport and Fascist Italy" In *Militarism, Sport, Europe: War without Weapons*, edited by J. A. Mangan. London: Frank Cass, 2003: 166‐86.

\*\*Midterm Essay Due\*\*

Wednesday, Mar. 23rd: Allen Guttmann, ‘The Cold War and the Olympics’ *International Journal* Vol. 43, No. 4 (Autumn 1988): 554-568. [JSTOR]

Friday, Mar. 25th: Douglas Booth, “Apartheid and Sport” In *The Race Game: Sport and Politics in South Africa*. London: Frank Cass, 1998; 55-80.

**Week Eleven**

Monday, Mar. 28th: Laurent Dubois, *Soccer Empire: The World Cup and the Future of France*. Berkeley: University of California Press, 2011; ‘A Beautiful Harvest’ and ‘Caribbean France’, 23-72

Wednesday, Mar. 30th: Dubois, ‘Crossings’ in *Soccer Empire*, 72-97

Galeano, *Soccer in Sun and Shadow*, 62-81

Friday, Apr. 1st: Dubois, ‘Roots’ in *Soccer Empire*, 97-118

Galeano, *Soccer in Sun and Shadow*, 97-123

**Week Twelve**

Monday, Apr. 4th: Dubois, ‘Two Goals’ and ‘Two Flags’ in *Soccer Empire*, 118-154

Wednesday, Apr. 6th: Dubois, ‘La France Métissée’ in *Soccer Empire*, 154-176

Galeano, *Soccer in Sun and Shadow*, 130-158

Friday, Apr. 8th: Dubois, ‘An Unfinished War’ in *Soccer Empire*, 177-197

Galeano, *Soccer in Sun and Shadow*, 161-187

**Week Thirteen**

Monday, Apr. 11th: Dubois, ‘Reconciliation’ and ‘Burn’ in *Soccer Empire*, 198-240

Wednesday, Apr. 13th: Dubois, ‘Coup de Boule’ in *Soccer Empire*, 241-266

Galeano, *Soccer in Sun and Shadow*, 192-236

**The Black Athlete**

Friday, Apr. 15th: William C. Rhoden, ‘Introduction’ and ‘The Race Begins’ in *Forty Million Dollar Slaves: The Rise, Fall, and Redemption of the Black Athlete*: 1-35.

**Week Fourteen**

Monday, Apr. 18th: Rhoden, ‘The Plantation’ and ‘The Negro Leagues’ in *Forty Million Dollar Slaves*, 35-63, 99-127

Wednesday, Apr. 20th: William C. Rhoden, ‘Integration’ in *Forty Million Dollar Slaves*, 127-147

Friday, Apr. 22nd: William C. Rhoden, ‘Style’ in *Forty Million Dollar Slaves*, 147-171

**Week Fifteen**

Monday, Apr. 25th: William C. Rhoden, ‘The River Jordan’ and ‘Ain’t I a Woman?’ in *Forty Million Dollar Slaves*, 197-231

\*\*Guest Lecture: Dr. Timeka Tounsel, ‘Sport, Media, and the Black Female Body’\*\*

Wednesday, Apr. 27th: William C. Rhoden, ‘The $40 Million Slave’ in *Forty Million Dollar Slaves*, 231-262

Friday, Apr. 29th: \*\*No class—Final Essay assigned\*\*

**Week Sixteen**

Monday, May 2nd: Last day of class

**Final essays due Friday, May 6th at 6pm. Late essays will not be accepted**