

HST 306: History of College Sports
Spring 2017 A Session (January 9-February 28)
iCourse (Online) SLN #24150

Instructor: Dr. Victoria Jackson
Victoria.Jackson@asu.edu

Office Hours: M 9-11am, TH 12-2pm, & by appt.
Coor Hall 4469

Required Texts:

Books available at [ASU Bookstores](#) Some books are available as eBooks from the publisher.

1. Byers, Walter with Charles Hammer. *Unsportsmanlike Conduct: Exploiting College Athletes*. Ann Arbor: The University of Michigan Press, 1995.
2. Demas, Lane. *Integrating the Gridiron: Black Civil Rights and American College Football*. New Brunswick: Rutgers University Press, 2010.
3. Suggs, Welch. *A Place on the Team: The Triumph and Tragedy of Title IX*. Princeton: Princeton University Press, 2006.

[See below (pp. 4-5) for additional required online media.]

iCourse Description:

Student-controlled intercollegiate contests quickly transformed into big-time college sports by the early twentieth century, revolutionizing the sports industry in the United States as well as the landscape of higher education. The American college sports enterprise is unique; nowhere else in the world does a large, amateur, revenue-generating system of school sports exist. After an exploration of the origins of intercollegiate athletics and the creation of the modern National Collegiate Athletic Association, topics covered in this course include racial integration, women's intercollegiate athletics, the big business of amateurism, and scandal. Video lectures, readings, and films introduce students to these often-controversial topics, grounding them in the historical record. Many of the current debates concerning college sports have been taking place for more than a century.

At the completion of this course, students will be able to answer the following questions:

1. Can college sports be professional, commercial, and amateur, all at the same time? Is it possible for a tax-exempt, billion-dollar industry focused on revenue generation to be simultaneously predicated on the educational value of playing big-time sports?
2. How has the college sports enterprise influenced the nature of higher education in the United States?
3. Have college sports increased access to higher education for underrepresented minority groups in the United States?
4. In which ways is participation in college sports positive and negative for various student-athletes across time and space, and from different racial, gender, and socioeconomic backgrounds?
5. What challenges do student-athletes face as they balance academic and athletic roles and responsibilities? Have these pressures confronting the student-athlete changed over time? Does sport serve the student-athlete, or does the student-athlete serve the university?

Learning Outcomes:

Like a jump shot or crossover dribble, critical thinking and historical writing are skills which may be improved with practice and hard work. In this course, students will complete writing assignments to develop critical thinking skills and the ability to process information and present it in an analytical way. Some of these assignments will involve interpreting primary source materials; students will practice historicizing documents of the past by understanding them as products of a particular time and place. Other assignments ask students to explore the ways in which scholars have used sport as a window into understanding the broader issues of United States history. Students will draw from readings and films in the required writing assignments of the course.

Course Requirements:

Students are responsible for all required media, and are expected to complete readings, video lectures, films, and assignments by 5pm Arizona time on the due date listed under “Course Schedule” (pp. 6-7) and in Blackboard. The course includes five discussions and two primary source assignments. Students are expected to regularly check their email and the course Blackboard site, which will be updated frequently. An email message will be sent to the class every time Blackboard has been updated.

Grading:

Discussions (5)	50
Primary Source Assignments (2)	50
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Total	100

Grading Scale:

A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	70-76
D	60-69
E	0-59

Discussions:

Each week, students will participate in group discussions in the course Blackboard site. Students will work from a provided list of questions and develop their own questions for the group. The groups will discuss topics within the context of the course and the information learned from assigned materials and video lectures. Further instructions and a grading rubric are provided in Blackboard.

Primary Source Assignments:

Historians work with the materials of the past to create meaning and understanding of a particular time and space and its people, places, events, institutions, daily life experiences, ideas, and more. People who study college sports have published many reports over the last century; these reports tell us much about the historical moment of the publication as well as the perceptions of the publication's authors. In the first assignment, students will interpret *American College Athletics*, the famous Carnegie Foundation study of intercollegiate athletics published in 1929. The people who have worked in intercollegiate athletics have rich stories to demonstrate the ways in which administrators and coaches have put into practice national and local policies, advocated for their athletes, and thought about the educational value of college sport. In the second assignment, students will analyze a senior woman administrator's oral history interview. Prompts for the two primary source assignments will include the grading rubric as well as instructions for formatting, citations, and submission through Safe Assignment in Blackboard.

Late Policy:

Late assignments will receive a 10-percent reduction in grade per day (24-hour period).

Interacting with the Instructor:

My purpose is to be a resource for you as you proceed on your intellectual journey as an ASU student. I am happy to answer questions pertaining to the content of the course. If you have questions about assignments or the course structure, please consult the syllabus and course Blackboard site before emailing me; you may be able to find the answer on your own. I will respond to all email messages within 24 hours. My office hours are posted on the first page.

Technology Issues and Problem Shooting:

The university provides many resources for you if you encounter technological problems. Visit MyASU for IT support. If there is an issue with the course Blackboard site or assigned online media, please alert me to the issue. First, however, delete your browsing history and cookies, and try a different web browser (Chrome, IE, Firefox, Safari). If the issue with Blackboard or assigned online media still occurs, please contact me.

Students with Disabilities:

The University has resources to assist students with disabilities. For more information please see the Matthews Center (Disability Resource Center) or visit the website: <https://eoss.asu.edu/drc>. The DRC keeps all correspondence confidential. Do not wait to contact the DRC if you need support for any of your ASU classes. The DRC staff will meet with you to determine accommodations based on appropriate documentation. Faculty members are not authorized to provide or approve any accommodations for students without instructions from the DRC office.

Academic Integrity Policy and Plagiarism:

This course has a zero-tolerance policy for academic cheating and plagiarism. Penalties range from a 0 on the assignment to an E or XE in the course. Academic cheating will be reported to university officials. Violations of academic integrity include copying another student's work, using unauthorized aids during exams, copying internet sources, failing to acknowledge intellectual debts, and representing someone else's work as your own. For more information on ASU's Academic Integrity Policy, please visit: <https://provost.asu.edu/academicintegrity>.

A Note on Notetaking:

Studies demonstrate that taking notes improves comprehension and retention, performance on assignments, and, therefore, grades. More recent studies suggest that taking notes by hand may improve learning and retention more than digital notetaking. To succeed in this course, I highly recommend taking notes while watching video lectures, reading assigned texts, viewing films, and listening to podcasts.

Some resources:

[DeZure, et al, "Research on Student Notetaking," Center for Research on Teaching and Learning, University of Michigan.](#)
[Michael Friedman, "Notes on Note-taking," Harvard Initiative for Learning and Teaching.](#)

Films (in order of appearance):

Instructions to access films are provided in Blackboard.

1. *Princeton and Yale Football Game, 1903*. Library of Congress, 2010.
2. *Princeton and Harvard Football Game, 1919*. Princeton University Archives, Audiovisual Collection, 2010.
3. *Bernie and Ernie*. 30 for 30, Season 2, Vol. 1. ESPN Films, 2013.
4. *Without Rules: The Untold Story of the Johnny Bright Incident*. Adam Cooper Kent, 2012.
5. *Sports for Sale*. Bill Moyers, 1991.
6. *Schooled: The Price of College Sports*. Makuhari Media, 2013.
7. *Real Sports with Bryant Gumbel* Episode #204. HBO, 2014. (clips only)
8. *Real Sports with Bryant Gumbel* Episode #216. HBO, 2015. (clips only)
9. *Pat XO*. Nine for IX, Season 1. ESPN, 2013.
10. *Evening the Odds: Is Title IX Working?* MacNeil/Lehrer Productions, 1997.

Online Readings (in order of appearance):

Instructions to access online readings are provided in Blackboard.

- Smith, Ronald A. Chapters 1 through 5 in *Pay for Play: A History of Big-Time College Athletic Reform*. Urbana: University of Illinois Press, 2011.
- Watterson, John Sayle. "Chapter Four: Football's Longest Season: The Fall of 1905" and "Chapter Five: Football in Crisis: 1905 to 1906," in *College Football: History, Spectacle, Controversy*. Baltimore: The Johns Hopkins University Press, 2000.
- White, Derrick E. "From Desegregation to Integration: Race, Football, and 'Dixie' at the University of Florida." *The Florida Historical Quarterly* Vol. 88, No. 4 (Spring 2010), 469-496.
- Telander, Rick. "Chapter Five: Football is Play," in *The Hundred Yard Lie*. Urbana: University of Illinois Press, 1989.
- Whitford, David. Introduction, "Chapter Five: Expenses," "Chapter Seven: Harmful Effects," "Chapter Nineteen: Execution," and Epilogue in *A Payroll to Meet: A Story of Greed, Corruption, and Football at SMU*. Lincoln: University of Nebraska Press, 1989.
- Report of Knight Foundation Commission on Intercollegiate Athletics (1991-1993), pp. 1-13.
- Savage, Howard J., et al. *American College Athletics (Bulletin Number Twenty-Three)*. New York: The Carnegie Foundation for the Advancement of Teaching, 1929, pp. 1-37. Condensed version courtesy of Penn State University.
- Zimbalist, Andrew and Allen Sack. "Thoughts on Amateurism, the O'Bannon Case and the Viability of College Sport." The Drake Group, Inc., April 10, 2013.

- Yost, Mark. "Chapter One: The Entertainment Product" and "Chapter Four: Money Madness," in *Varsity Green: A Behind the Scenes Look at Culture and Corruption in College Athletics*. Stanford: Stanford University Press, 2010.
- Clotfelter, Charles T. "Chapter Five: Commercial Enterprise" and "Chapter Eight: Ends and Means," in *Big-Time Sports in American Universities*. New York: Cambridge University Press, 2011.
- Wushanley, Ying. "Chapter Two: The Background of Women's Intercollegiate Athletics, 1890s-1960s," in *Playing Nice and Losing: The Struggle for Control of Women's Intercollegiate Athletics, 1960-2000*. Syracuse: Syracuse University Press, 2004.
- Brake, Deborah L. "Chapter One: Separate is Equal?" in *Getting in the Game: Title IX and the Women's Sports Revolution*. New York: New York University Press, 2010.

****Students are responsible for information in the syllabus, as well as college policies in the college catalog and the student handbook. Students will be notified by the instructor of any changes in the course requirements or policies.**

Course Schedule (subject to change):

Note that discussions take place Monday through Friday (with exceptions for holidays), and primary source assignments are due on Friday, 1/27, and Sunday, 2/26.

Week 1- Monday, January 9- Friday, January 13: Welcome and Introduction, Origins

Video: Course Welcome (under “Welcome and Start Here”)

Video Lecture: Origins and Historical Context

Reading: Online Reading #1- Smith (CH 1 through 5); Online Reading #2- Watterson (CH 4+5)

Film 1: *Princeton and Yale Football Game, 1903*

Film 2: *Princeton and Harvard Football Game, 1919*

Discussion 1 begins Monday, January 9; ends Friday, January 13, 5pm

Week 2- Tuesday, January 17- Saturday, January 21: The Modern NCAA

Video Lecture: The Carnegie Report and Early Reform

Video Lecture: Walter Byers and the Modern NCAA

Reading: Byers, *Unsportsmanlike Conduct: Exploiting College Athletes* (entire book)

Discussion 2 begins Tuesday, January 17; ends Saturday, January 21, 5pm (Martin Luther King, Jr. holiday on Monday, January 16)

Week 3- Monday, January 23- Friday, January 27: The Desegregation of Sport at Predominantly White Universities

Video Lecture: African American Student-Athletes in the South

Reading: Demas, *Integrating the Gridiron* (entire book); Online Reading #3- White

Film 3: *Bernie and Ernie*

Film 4: *Without Rules: The Untold Story of the Johnny Bright Incident*

PSA 1 due Friday, January 27, 5pm

Week 4- Monday, January 30- Friday, February 3: Scandal

Video Lecture: Placing Blame

Reading: Online Reading #4- Telander (CH 5); Online Reading #5- Whitford (Introduction, CH 5+7+19, Epilogue); Online Reading #6- Knight Commission

Film 5: *Sports for Sale*

Film 6: your choice (see Discussion 2 assignment for details)

Discussion 3 begins Monday, January 30; ends Friday, February 3, 5pm

Week 5- Monday, February 6- Friday, February 10: The Big Business of Amateurism

Video Lecture: Student-Athlete Rights

Reading: Online Reading #7- Savage, et al.; Online Reading #8- Zimbalist and Sack; Online Reading #9- Yost (CH 1+4); Online Reading #10- Clotfelter (CH 5+8)

Film 7: *Schooled: The Price of College Sports*

Film 8 (Shorts): *Real Sports with Bryant Gumbel* Episode #204; *Real Sports with Bryant Gumbel* Episode #216

Discussion 4 begins Monday, February 6; ends Friday, February 10, 5pm

Week 6- Monday, February 13- Friday, February 17: Women's Intercollegiate Athletics

Video Lecture: The AIAW

Video Lecture: Title IX

Reading: Online Reading #11- Wushanley (CH 2); Online Reading #12- Brake (CH 1); Suggs, A *Place on the Team* (begin book)

Film 9: *Pat XO*

Online Oral Interview: Frances Hogan, selected segments (see Blackboard for details)

Discussion 5 begins Monday, February 13; ends Friday, February 17, 5pm

Week 7- Monday, February 20- Sunday, February 26: Women's Intercollegiate Athletics

Video Lecture: Women's Sports are Big-Time College Sports

Reading: Suggs, A *Place on the Team* (finish book)

Film 10: *Evening the Odds: Is Title IX Working?*

PSA 2 due Sunday, February 26, 5pm