

# syllabus

## The History of College Sports

History 373  
TR 2:10-3:25  
Strong Hall, Room 2015  
Fall 2018

**Prof. Chad Black**

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**Office Hours:** Tuesday, 4:00-5:00, Wednesday, 3:00-4:00, or by appointment.

The United States is unique in its blending of academia and “big time” athletics. Collegiate sport dates to the middle of the nineteenth century, when it was seen to offer discipline and health to young men tempted by leisure and illicit pastimes. Colleges established intercollegiate competition under the principles of “Amateurism,” principles that have been a cause of tension and scandal ever since. This course will trace the history of collegiate sport and its relationships to both the University and the wider community. It examines the evolution (and in some respects the remarkable consistency) of university priorities in the era of “big-time” sports and considers the practical and moral implications of that evolution for both college athletes and the institutions that claim to serve them. The course readings and assignments provide the historical grounding needed to understand the conflicts at the heart of what the NCAA likes to call “the collegiate model of sport.” Are college sports “good” for athletes? Are modern universities meeting their obligations to the students they recruit and admit? Given the historical trajectory of the big-time sport enterprise, is reform possible? If so, who is responsible for fixing what ails college sports? What corrections should be applied and when? These are the questions addressed in this course.

## required readings

The following books are required for this class:

1. Stephen W. Pope, *Patriotic Games : Sporting Tradition in the American Imagination, 1876-1926* 2nd Edition (University of Tennessee Press, 2007).
2. Lars Anderson, *Carlisle vs. Army : Jim Thorpe, Dwight Eisenhower, Pop Warner, and the Forgotten Story of Football's Greatest Battle* (Random House, 2008).
3. David Whiteford, *A Payroll to Meet : A Story of Greed, Corruption, and Football at SMU* (Univ of Nebraska Press, 2013).
4. Jay Smith and Mary Willingham, *Cheated : The UNC Scandal, the Education of Athletes, and the Future of Big-Time College Sports* (Potomac Books, 2015).

All other readings will be available to the students electronically.

## policies



Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure that your needs are met in a timely manner with appropriate documentation.

**Attendance:** Attendance at all class sessions is mandatory. If you will not be able to attend class, please contact me ahead of time.

**Deadlines:** Assignments must be turned to the instructor no later than the end of class on the day they are due, or at some other specified time established by the professor. Late papers will not be accepted for any reason without prior arrangement. This includes technology problems.

**Cell Phones and Laptops:** Please silence our cell phones prior to class. Please do not text during class. Laptops are allowed only for tasks related to this class. Distracting use of technology (social media, surfing, etc.) causes problems not only for your own learning, but for those around you. Research shows that analog notetaking improves learning. Consider having paper with you. Based on the prevailing literature, hand note-taking— both while reading and in class— leads to substantially better educational outcomes. You are not required to have a laptop in class, so feel free to leave it at home. If, however, you have reason to use your laptop for notetaking, I won't stop you from doing so.

**Office Hours:** Students are strongly encouraged to speak with me outside of class. The advantages of talking with me include: extra help on an assignment or preparation for an exam; clarification of materials covered in lecture, discussion of my comments on your work; discussion of this or related courses. I am available

during office hours on a first-come, first-served basis; if you cannot come by during office hours, please contact me via email or phone and I will be happy to set up an appointment with you.

**Changes:** I reserve the right to change this syllabus as the semester progresses. This is not a contract, but rather a document to guide expectations and clearly communicate weekly assignments. Please bring the syllabus with you to our class meetings. Or, keep up with it on the course website.

Your grade in this course is based on four assignments:

1. **Reading Memos.** (20%)

Each week, students must write a research memo for an assigned reading, marked in the syllabus. Instructions for how to write a research memo are available [here](#).

2. **Book Responses.** (30%)

Each student will write two form book review papers during the semester. The first will be on Anderson's *Carlisle vs. Army*. The second will be on Whitford's *A Payroll to Meet*.

3. **Solutions Paper and Presentation.** (25%)

In small groups, students will pick an area of sport reform, summarize its history, problems, and possible solutions, and present their solutions to the class.

4. **UNC Scandal Paper.** (25%)

The final grade for the semester will be to write an response to the UNC academic scandal utilizing a specific course document set and the book *Cheated*.

## Week 1: Introduction

August 23 (Thursday)

### READINGS:

- Syllabus
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## Week 2: Thinking about Sport History

August 28 (Tuesday) – Ritual and Spectacle

### READINGS:

- Clifford Geertz, “Deep play: Notes on the Balinese cockfight,” *Daedalus* 134.4 (Fall 2005): 56-86.
- Roland Barthes, “The World of Wrestling,” *Mythologies* (New York: Hill and Wang, 1972).

### **August 30 (Thursday) – From Game to Sport**

#### **READINGS:**

- Allen Guttman, “Play, Games, Contests, Sports” and “From Ritual to Record,” in *From Ritual to Record: The Nature of Modern Sports* (New York: Columbia University Press, 2004).
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## **Week 3: Early College Sports and Amateurism**

### **September 4 (Tuesday) – Postwar Sporting Culture**

#### **READINGS:**

- Amanda Brickell Bellows, “How the Civil War Created College Football,” *New York Times*, 1 Jan. 2015. (<http://opinionator.blogs.nytimes.com/2015/01/01/how-the-civil-war-created-college-football/>)
- S.W. Pope, *Patriotic Games*, Introduction, Part I.

### **September 6 (Thursday) – Institutionalizing College Sport**

#### **READINGS:**

- John Higham, “The Reorientation of American Culture in the 1890s,” *Hanging Together: Unity and Diversity in American Culture*. Edited by Carl J. Guarneri. (New Haven: Yale Univ. Press, 2001).
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## **Week 4: From Scandal to Crisis**

### **September 11 (Tuesday) – Fin de Siècle Scandals**

#### **READINGS:**

- S.W. Pope, *Patriotic Games*, Chapters 3 and 5.

**September 13 (Thursday) – Saving Football from Itself**

**READINGS:**

- “Editorial,” *Our Animal Friends*, 1906.
  - S.W. Pope, *Patriotic Games*, Chapter 7.
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**Week 5: Carlisle vs. Army**

**September 18 (Tuesday) – Book Discussion**

**READINGS:**

- Carlisle vs. Army

**September 20 (Thursday) – 1920s and 1930s**

**READINGS:**

- None.

**REACTION PAPER 1 DUE**

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**Week 6: Towards the Modern NCAA**

**September 25 (Tuesday) – A New University**

**READINGS:**

- Gregory Kaliss, *Men’s College Athletics and the Politics of Racial Equality*, pp 41-73.

**September 27 (Thursday) – Reform in the 1940s**

**READINGS:**

- Ronald L. Smith, *Pay for Play*, pp. 88-99.
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## **Week 7: A Changing Landscape**

**October 2 (Tuesday) – Welcome to the Big Time**

### **READINGS:**

- Taylor Branch, “How the Myth of the Student-Athlete was Born.”

**October 4 (Thursday) – Not a thing.**

**FALL BREAK!!!**

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## **Week 8:**

**October 9 (Tuesday) – Race and the 1950s and 1960s**

### **READINGS:**

- Kaliss, pp. 74-137.

**October 11 (Thursday) – The New Plantation?**

### **READINGS:**

- Billy Hawkins, *The New Plantation: Black Athletes, college Sports, and Predominantly White NCAA Institutions*, Chapters 2 and 4.
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## **Week 9: Gender and College Sport**

**October 16 (Tuesday) – The Challenge of Title IX**

### **READINGS:**

- Title XIX document set.

**October 18 (Thursday) – Equity in Sport**

### **READINGS:**

- Smith, *Pay for Play*, 141-150.

- Don Sabo and Janie Victoria Ward, “Wherefore Art Thou Feminisms? Feminist Activist, Academic Feminisms, and Women’s Sports Advocacy,” *Scholar and Feminist Online* 4(2006) ([http://sfonline.barnard.edu/sport/sabo\\_ward\\_01.htm](http://sfonline.barnard.edu/sport/sabo_ward_01.htm))
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## **Week 10: The Business of Amateurism I**

**October 23 (Tuesday) – Discussion of *A Payroll to Meet***

### **READINGS:**

- Finish *A Payroll to Meet*

**October 25 (Thursday) – The Knight Commission**

### **READINGS:**

- None.

**REACTION PAPER 2 DUE.**

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## **Week 11: The Business of Amateurism II**

**October 30 (Tuesday) – Media and College Sport**

Watch in-class *The Business of Amateurs*

**November 1 (Thursday) – Pay to Play**

### **READINGS:**

- George Dohrmann, “Pay for Play,” *Sports Illustrated*, 7 nov 2011.
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## **Week 12: No Class – Group Meetings and Research**

I will be in London at a conference.

**November 6 (Tuesday)**

**November 8 (Thursday)**

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### **Week 13: Health, Sex, Safety**

**November 13 (Tuesday) –**

**READINGS:**

- “Women’s Hockey Grows Bigger, Faster, and Dire,” 18 December 2015, New York Times
- HBO Real Sports, “Post-college medical care”

**November 15 (Thursday) –**

**READINGS:**

- TBD.
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### **Week 14: Group Work**

**November 20 (Tuesday)**

Group meetings with Dr. Black.

**November 22 (Thursday) – Thanksgiving**

**READINGS:**

None! Have a great Thanksgiving!

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## **Week 15: Group Presentations**

**November 27 (Tuesday) – Groups I-III**

**November 29 (Thursday) – Groups IV-VI**

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## **Week 16:**

**December 4 (Tuesday) – Wrapup**

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