



HIST*2130 Modern Sport - A Global History

Winter 2020

Section(s): C01

Department of History

Credit Weight: 0.50

Version 1.00 - December 12, 2019

1 Course Details

1.1 Calendar Description

Few activities lend themselves more powerfully to global histories of the modern world than sport. Since the mid-late nineteenth century, organized games have become integral parts of mass culture and everyday life around the world, reflecting and sometimes shaping much wider political and socio-economic processes. Encompassing key themes in the history of the modern world - such as race, empire, gender, mass media, and nationalism - this course critically analyzes the development of modern sport from a global perspective.

Pre-Requisites: 2.00 credits

1.2 Course Description

Few activities better suit global histories of the modern world than sport. Since the nineteenth century, organized games have been integral to mass culture and everyday life around the world, reflecting and shaping wider political and socio-economic processes. Covering key themes in the history of the modern world – such as race, empire, gender, and nationalism – this course critically analyzes the development of modern sport from a global perspective. With a primary emphasis on the “global game” of football (soccer), the material covered will include a wide range of sports and countries, from cricket on the Indian sub-continent to baseball in the United States.

1.3 Timetable

Class meetings: Tuesdays & Thursday, 10:00-11:20 a.m., Landscape Architecture (LA) 204

Timetable is subject to change. Please see WebAdvisor for the latest information.

1.4 Final Exam

Wednesday 8 April 2020, 8:30-10:30 a.m. (venue to be confirmed)

Exam time and location is subject to change. Please see WebAdvisor for the latest information.

2 Instructional Support

2.1 Instructional Support Team

Instructor: Alan McDougall
Email: amcdouga@uoguelph.ca
Telephone: +1-519-824-4120 x53165
Office: MCKNEXT 1013

Office Hours: Thursdays, 12-2 p.m.

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2.2 Teaching Assistants

Teaching Assistant: Kathryn Hughes
Email: hughesk@uoguelph.ca

Teaching Assistant: Philip Rich
Email: prich@uoguelph.ca

3 Learning Resources

3.1 Required Resources

Assigned Readings & Courselink (Article)

There is no textbook for the class. All assigned readings – generally one per week – are posted on the HIST*2130 CourseLink site (see Class Schedule for details):

<https://courselink.uoguelph.ca/shared/login/login.html> (log in using your Central LogIn ID and password).

*** Please come prepared to class: do the weekly reading! ***

Aside from the readings, CourseLink also contains updates pertaining to classes, exams, readings, etc.; the course outline; instructions and style sheets for the assignments; and the weekly, lecture-accompanying PowerPoint presentations.

3.2 Recommended Resources

Reference books on (global) sports history (Readings)

Here is a select list of reference books/works of synthesis on (global) sports history that may be useful during the semester:

Collins, Tony, *The Oval World: A History of Rugby* (London: Bloomsbury, 2016).

Edelman, Robert and Wayne Wilson (eds.), *The Oxford Handbook of Sport Studies* (Oxford: Oxford University, Press, 2017) [Available electronically from the UoG library]

Goldblatt, David, *The Ball Is Round: A Global History of Football* (London: Penguin, 2006).

Goldblatt, David, *The Age of Football: The Global Game in the Twenty-First Century* (London: Macmillan, 2019).

Hardy, Stephen and Andrew C. Holman, *Hockey: A Global History* (Champaign, IL: University of Illinois Press, 2018).

Hill, Jeffrey, *Sport in History: An Introduction* (Basingstoke: Palgrave Macmillan, 2010).

Hughson, John, Kevin Moore, Ramón Spaaij, and Joseph Maguire (eds.), *Routledge Handbook of Football Studies* (London: Routledge, 2016).

Laderman, Scott, *Empire in Waves: A Political History of Surfing* (Berkeley, CA: University of California Press, 2014).

McDougall, Alan, *Contested Fields: A Global History of Modern Football* (Toronto: University of Toronto Press, 2020).

Perelman, Marc, *Barbaric Sport: A Global Plague* (London: Verso, 2012).

Polley, Mike, *Sports History: A Practical Guide* (Basingstoke: Palgrave Macmillan, 2007).
[Available electronically from the UoG library]

Pope, S. W. and John Nauright (eds.), *Routledge Companion to Sports History* (London: Routledge, 2011).

Tomlinson, Alan, *A Dictionary of Sports Studies* (Oxford: Oxford University Press, 2010).
[Available electronically from the UoG library]

Scholarly Sports History Journals (Readings)

Here is a list of scholarly sports history journals that may be useful during the semester:

The International Journal of the History of Sport

Sport in History

Journal of Sport History

Journal of Olympic History

Sport in Society

Soccer & Society

4 Learning Outcomes

4.1 Course Learning Outcomes

By the end of this course, you should be able to:

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1. Critical and Creative Thinking

- Identify and explain key historiographical issues related to the history of modern sport, having dissected and analyzed the structure of historical argumentation.
- Differentiate interpretations based on the variety of evidence and methodologies used by historians in scholarship, and develop interpretations based on a broad range of reading and evidence.

2. Literacy

- Analyze a broad range of historical scholarship, having read approximately two-three full-length scholarly articles per week (or the equivalent).
- Apply advanced skills of historical research through the use of technologies that enable both primary and secondary research.

3. Global Understanding

- Differentiate the spatial and temporal dimensions of constructing historical inquiry, and evaluate the diversity of historical perspectives that proceed from the different framing of historical inquiries by space and time.
- Identify and explain major individuals, events, themes, and ideas in the global history of modern sport.
- Understand a sense of historical development in the global history of modern sport, from the mid- to late-19th century to the present.
- Engage with contemporary political, socio-economic, and cultural issues through an understanding of their modern sports historical context.

4. Communicating

- Craft independent research projects and write a 2250-word essay, using approximately ten scholarly sources.

5. Professional and Ethical Behaviour

- Demonstrate professional skills through activities that introduce best practices for historians and the ethics of referencing.
- Demonstrate an understanding of how good historical writing reflects the conversations upon which scholarship builds, and that such scholarship respects dissenting opinions.
- Understand academic integrity as applied to the responsible use of historical sources and the ethical presentation of one's own work.

5 Teaching and Learning Activities

The class schedule aims to present a history of modern sport that is global, gender-inclusive, and multi-sport. After Week 1, the class is organized in a thematic rather than chronological manner. Each weekly topic (Weeks 2-11) examines one aspect of sport's role in reflecting and shaping wider themes in the modern world. The Tuesday class will provide an overview lecture on the weekly theme. The Thursday class will then focus on case studies that allow for closer analysis of the weekly theme.

5.1 Lecture

Week 1

Topics:

Week 1: The origins of modern sport (Tues 7 & Thurs 9 Jan)

This week's classes briefly introduce students to the course and to the discipline of sports history, before examining the myths and realities behind the origins of modern sport, with a focus on the global diffusion of football and baseball.

Reading:

Rob Ruck, "Baseball's global diffusion", *The Oxford Handbook of Sports History* (2017).

Week 2

Topics:

Week 2: Empires (Tues 14 & Thurs 16 Jan)

This week's classes examine the role of empire, both formal and informal, in spreading games around the world – and the varying ways in which local populations responded to these sporting imports. Case studies will focus on cricket and the British Empire, football and the French empire, and surfing and the American empire.

Reading:

Brian Stoddart, "Sport, cultural imperialism and colonial response in the British Empire", *Sport in Society* (2006).

Week 3

Topics:

Week 3: Race (Tues 21 & Thurs 23 Jan)

This week's classes examine sport's sometimes pioneering and often controversial role in race relations, from Jackie Robinson's breaking of the colour bar in baseball to forms of sporting apartheid in South Africa and Nazi Germany. Case studies will focus on Indigenous athletes in Canada (Tom Longboat) and race and gender in tennis (Serena Williams).

Reading:

Daniel Widener, "Race and sport", *The Oxford Handbook of Sports History*.

***** Submission of Short Assignment #1 (Thurs 23 Jan) *****

Week 4

Topics:

Week 4: Gender (Tues 28 & Thurs 30 Jan)

This week's classes examine gender and sport, focusing on sport's role in shaping discourses around the sexual and social identities of women. Case studies will focus on gender and class in ice-skating (Tonya Harding) and gender, race, and intersexuality in 21st century track and field (Caster Semenya).

Reading:

Overview:

Patricia Vertinsky, "Gender matters in sport history", *The Oxford Handbook of Sports History*.

Week 5

Topics:

Week 5: Spaces and spectators (Tues 4 & Thurs 6 Feb)

This week's classes examine the role of spaces (i.e. stadiums) and spectators in shaping the cultural, social, economic, and political history of modern sport. Case studies will focus on stadium disasters, most notably at Hillsborough (1989), and terrace subcultures in football and other sports, with an emphasis on violence and spectatorship.

Reading:

Hans Gumbrecht, "Watching", *In Praise of Athletic Beauty* (2006).

***** Submission of Short Assignment #2 (Thurs 6 Feb) *****

Week 6

Topics:

Week 6: Dictatorships (Tues 11 & Thurs 13 Feb)

This week's classes examine sport's complex role in the political and cultural narratives of various authoritarian regimes, from Europe's fascist and communist dictatorships to kleptocracies in post-colonial Africa. Case studies will focus on Nazi Germany, Franco's Spain, Mao's China, and post-colonial Zaire (the Congo).

Reading:

Arnd Krüger, "Strength through joy: the culture of consent under fascism, Nazism and communism" (1999).

--- **READING WEEK, 17-21 February: no classes** ---

Week 7

Topics:

Week 7: Protests (Tues 25 & Thurs 27 Feb):

This week's classes examine how sport – often criticized as a “bread and circuses” distraction from politics – has served as a platform for political protest, from the Suffragette Emily Davison throwing herself beneath the king's horse at the 1913 Derby to Colin Kaepernick taking a knee in the contemporary NFL. Case studies will focus on the 1942 “death match” in Nazi-occupied Ukraine, the revolt of black American athletes in the long 1960s, and sport's key role in the global anti-apartheid movement.

Reading:

Jules Boykoff, “Protest, activism, and the Olympic Games”, *The International Journal of the History of Sport* (2017).

***** Submission of Short Assignment #3 (Thurs 27 Feb) *****

Week 8

Topics:

Week 8: Drugs (Tues 3 & Thurs 5 Mar)

This week's classes examine the role of drugs in sport, with an emphasis on doping practices and controversies in such events as the Tour de France and the Olympics. Case studies will focus on doping in communist and post-communist states (the GDR and contemporary Russia) and

the rise and fall of some of sport's most infamous cheats (including Ben Johnson and Lance Armstrong).

Reading:

Thomas Hunt, "WADA and doping in world sport", *The Oxford Handbook of Sports History*.

Week 9

Topics:

Week 9: Technologies (Tues 10 & Thurs 12 Mar)

This week's classes examine technology's role in persistently shifting the boundaries of modern sport, from the advent of new forms of mass media to advancements in equipment. Case studies will focus on television's complex role in shaping sport (for better and worse) and the introduction of game-changing, and often controversial, equipment in American football, swimming, tennis, and track and field.

Reading:

Richard Crepeau, "Sport, television and the media", *The Routledge History of American Sport*.

***** Submission of Short Assignment #4 and Research Essay Outline (Thurs 12 Mar) *****

Week 10

Topics:

Week 10: Nationalism (Tues 17 & Thurs 19 Mar)

This week's classes examine sport's role in fomenting nationalistic sentiments, while also paying attention to alternate identities (whether local, class- or confession-based, or international) that global competition can encourage. Case studies will focus on Gaelic sports in Ireland, cricket in India and Pakistan, and the 1969 "football war" between El Salvador and Honduras.

Readings:

Dilwyn Porter, "Sport and national identity", *The Oxford Handbook of Sports History*.

Week 11

Topics:

Week 11: Competitions (Tues 24 & Thurs 26 Mar)

This week's classes examine the origins, evolution, and impact of international competitions in shaping global sports politics, with an emphasis on the Olympic Games and the (football) World Cup. Case studies will focus on the 1936 Berlin Olympics, the 1972 Munich Olympics, and the 1978 World Cup in Argentina.

Readings:

David Goldblatt, "Another kind of history: globalization, global history and the World Cup" (2014).

***** Submission of Research Essay (Thurs 26 Mar) *****

Week 12

Topics:

Week 12: Exam Review (Tues 31 Mar only)

This week's class (Tuesday only) will be an exam review class.

No readings.

***** No class on Thurs 2 Apr, as Dr McDougall is away at a sports history conference in Bristol, UK *****

6 Assessments

6.1 Marking Schemes & Distributions

Short assignments (4): 40% (10% per assignment)

Research essay: 35% (5% essay plan/30% essay)

Final exam: 25%

The take-home **short assignments** are due for submission at the Thursday class in Weeks 3, 5, 7 and 9 respectively (see Class Schedule). Each assignment is 500 words approx. in length. The assignments will be based on the following formats: (i) a critical summary/analysis of a primary source historical document; (ii) a critical summary/analysis of a scholarly article; (iii) a film review; and (iv) a reflective piece linking an aspect of sports history to a contemporary sports story. Guidelines for all four assignments are available on Courselink.

The take-home **research essay** (approx. 2,250 words) will be submitted at the Thursday class in Week 11; the essay outline/plan ('one-pager') (approx 250 words) will be submitted at the Thursday class in Week 9. Possible topics and essay questions are listed on Courselink.

The **final exam** will take place on **Wednesday 8 April 2020, 8:30-10:30 a.m.** (venue to be confirmed).

NB. Late take-home assignments will be penalized at the rate of **5% per day** (i.e. for every day that an assignment/essay is late, **including weekends**, you will lose 5% of your final mark for it: so, for example, a student who submits a paper one week late will automatically lose **35%** of his/her mark). Only hard copies of papers will be accepted. Papers can only be submitted directly to the instructor at class or during office hours (Thursdays, 12-2 p.m.).

7 University Statements

7.1 Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

7.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions

<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

7.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

7.4 Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

7.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is

required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website
<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website
<https://www.ridgetownc.com/services/accessibilityservices.cfm>

7.6 Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community—faculty, staff, and students—to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Undergraduate Calendar - Academic Misconduct
<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct
<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

7.7 Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

7.8 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma

programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>
