

UHON 205-001

College Athletics: History, Ideals, Realities

Monday 3-5:30pm; SHC-28
Professor Ryan Swanson

Office: SHC 19c; E-mail: swansonr@unm.edu
Office Hours: M: 9-10:30; By apt.

Quotes for the Semester:

For cynical days:

"A University is just a group of buildings gathered around a library." – Shelby Foote

For more aspirational moments:

"Tell me and I forget. Teach me and I remember. Involve me and I learn." – Benjamin Franklin

Course Description

Why do American universities, unlike their foreign counterparts, spend millions of dollars annually on athletics? This course will analyze America's unique blend of higher education and sports. We will consider how sports came under the jurisdiction of universities and what benefits and pitfalls derive from this partnership. The role of college athletic conferences and the NCAA will be considered. We will analyze the priorities of these governing bodies, paying special attention to how the ideals of amateurism have compared to realities. The course will begin when the connection between colleges and sports began: in the 1870s. The course will conclude by considering the recent lawsuits involving the NCAA and the modern collaboration between college athletic programs and America's media outlets. **As much as anything, this class is meant to help us investigate universities and higher education in the United States.**



Student Learning Objectives

1. Students will analyze and critically interpret foundational and primary works in the study of college athletics and American high education.
2. Students will organize their thinking to express their viewpoints in oral presentations.
3. Students will construct persuasive arguments regarding college athletics and increase their writing proficiency through analytical essays characterized by original and insightful theses, supported by logically integrated and sound subordinate ideas, appropriate and pertinent evidence, and good sentence structure diction, grammar, punctuation, and spelling.

Course Level and Participation:

This is an interdisciplinary honors class. In this course you will be asked to read, discuss, and write about the role of sports in U.S. history. It is a seminar style course. Students will earn participation credit by ... being in class and participating. Ask questions, disagree with the authors we read, have opinions.

Required Readings The following books are available for sale in the bookstore:

- Lars Anderson, *Carlisle vs. Army*
 Neal Bascomb, *The Perfect Mile*
 Michael M. Crow and William B. Dabars, *Designing the New American University*
 Pat Summitt, *Sum it Up*

Assignments

Participation	20%
Dichotomous Events Presentation and Report	20%
2 Response Papers (3-5 pages)	40%
Group Project and Presentation	20%

Paper Due Dates (Note: Papers are due on Fridays): Paper 1, 10/7; Paper 2, 11/11; Final Project, 12/5

Grading Scale: A = 93-100% Credit = 70-92% No Credit = 0-69%

****NOTE** Deadlines are FIRM; requests for extensions will not be granted.** The *only* exceptions to the "no extensions" rule will occur in cases of illness (documented by doctor's note) or family emergency of which I am informed *before* the

assignment is due. *Lots of other work does not count as an emergency.* Late assignments will be penalized by a third of a letter a day, including weekends and holidays (A day-late B becomes a B-). Plan responsibly; submit work on time.

Office Hours:

I'm here to help. I enjoy studying college athletics and being part of UNM and the Honors College. I welcome opportunities to discuss the course and your progress in it. In addition to scheduled office hours, please feel free to email me to set an alternative time to meet. I rather obsessively check my email Monday through Friday.

Adds/Drops

Students are responsible for verifying their enrollment in this class. Schedule adjustments should be made by the deadlines published in the Schedule of Classes.

Accommodations for Students with Disabilities: If you are a student with a disability and you need academic accommodations, please see me as soon as possible.

Title IX Reporting Requirement

"In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered "responsible employees" by the Department of Education (see pg 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>."

So if you tell me about such an occurrence I must report it, even if you tell me you don't want me to say anything.

Description of Assignments

I. Class Participation (20%). You are required to attend and participate in this course.

Taking an active role in discussions and activities comprises just as much of your responsibility in this class as writing the papers and doing the reading. The way to prepare for discussion is to do the reading listed on the syllabus before coming to class, listen to the related lecture and your classmates' responses to the reading, and contribute your own. The class participation grade honors the fact that interaction with each other comprises a major part of this course. If you choose not to participate, you cannot do well in this course.

Absences: You get one free absence for the semester. After that freebie, missed classes will decrease your participation grade.

Discussion Facilitator: In addition to doing the reading and participating every week, each student will be asked to be a discussion facilitator during the semester. Don't worry, this does not mean that you have to run the class for that day. It simply means that you need to come prepared (i.e. you've already thought about and written down) a couple of questions/insights on the day's topic. These questions should not be meant to stump your colleagues. On the contrary, the point is to facilitate conversation. If you have a problem understanding a certain concept in the reading, don't try to hide it. Put it on the table and see what your classmates think. You may be called on to start off the class period or to interject somewhere in the middle. Be ready. From a grading standpoint, your session as a discussion facilitator will be weighted as triple your participation grade.



Reading Quizzes: I reserve the right, if I sense that students aren't quite keeping up, to have reading quizzes. Such quizzes will be straight-forward and designed to ensure that you are keeping up with the course content.

Reading responses: Once during each month (September, October, November), you must come to class with a written 1 page (12pt font, double spaced) response to the day's assigned reading. This response *should not* be only a summary, but should zero in on the strong/weak points of the reading, and connect the reading to a question that you're grappling with this semester. These responses will be graded on a 1-5 scale.

II. UNM Dichotomous Event Analysis (20%) You just so happen to be in the perfect place to gather some information about the topics this class deals with: college athletics and higher education. For this assignment you will attend a UNM Board of

Regents meeting or ASUNM meeting *and* a university athletic event. You will present a short verbal analysis of your visits to the class. You will turn in a report. More details TBA.

III. Response Papers (40%). You will turn in two response papers during the semester. In each 3–5 page paper, you will respond to an interpretive question. There are two sources of questions for these papers. 1) Use one of the questions suggested by the professor. 2) If you have a burning question/topic that you would like to address, get email approval from the professor. You must get *prior* approval to do a non-list question. The email will be your proof that you did so.

All papers must be thesis-driven and analytical. They must engage with the texts and primary sources we use in class. No outside research is necessary. All papers must state a thesis, organize the paper to support that thesis, and use evidence (specific examples from the text) to prove the point. Don't simply tell a narrative story. You must cite your sources. All papers will be due at the beginning of class on the specified date. You must hand in a hardcopy.

IV. Final Group Project (20%). The final project for the course assess college athletics – past, present, and future. You will collaborate with classmates for this semester-ending assignment. More information to come.

How Paper Grades are Determined: The response papers will be evaluated on three main criteria: thesis, organization, and evidence. Each of these categories will be discussed more fully in the context of each assignment, but in general, a paper that does a good job in each category is a B. A paper that almost does is a B-, and a paper that performs well in each category and goes beyond in one category is a B+. A paper that is satisfactory but weak in one or two categories is a C. A D paper is weak in three or more categories, or omits one criterion completely (i.e. lacks evidence). An A range paper performs exceptionally well in each category, and achieves something extraordinary in two or more categories.

Appealing a Grade: You are always welcomed and encouraged to discuss a paper with the professor. But if you want a grade reconsidered, you must first submit (by email is fine) a paragraph in which you evaluate your paper in each of the 3 criteria. Appeals must be submitted no later than one week after graded papers are returned.

Bringing Your Readings to Class: Please bring the books assigned to class on the days that we are discussing them. Regarding the articles, I know paper is expensive. Therefore I don't expect you to print all the articles assigned here. However, you will be expected to grasp the arguments and the most significant details that you have read in preparation for class. I suggest printing off at least a couple of pages of each reading assignment – maybe the intro and conclusion. Certainly tablets and laptops are welcome. It's up to you to decide how best to bring your reading of the articles to bear in our class discussions.

Class Schedule

*** Note: We will generally bounce back and forth from an historical event to modern one on a week by week basis. Particular events will be used as anchors to discuss broader eras and topics. This structure is intended to drive class analyses to be both current and historically grounded.

**** All provided links are current as of 8/15/2016. Should one of the links not function properly when you go to read your assigned texts, please Google the title of the article. If this does not work, please let me know ASAP.**

Week 1 (8/22): Course Introduction

Week 2 (8/29): So what's an American university really supposed to do?

Reading: *Designing the New American University*, introduction, chapters 1-4

Labor Day (9/5): No Class

Week 3 (9/12): Harvard v. Yale, Rowing, and Amateurism (1852)

Readings:

- 1) "Professionalism in Sports," Theodore Roosevelt, <http://www.theodore-roosevelt.com/images/research/speeches/trprosports.pdf>
- 2) "The Job is Football: The Myth of the Student Athlete," *The American Historian*, UNM Learn
- 3) "Harvard v. Yale Regatta," *Harvard Crimson*, <http://www.gocrimson.com/sports/mcrew-hw/tradition/harvard-yale-regatta>
- 4) "The Beginnings of Organized College Sport," *American Quarterly*, UNM Learn
- 5) "The First Harvard-Yale Regatta (1852)," *The Outlook*, UNM Learn

Week 4 (9/19): The NCAA (2009-Present)

Readings:

- 1) "The Shame of College Sports," *The Atlantic*, <http://www.theatlantic.com/magazine/archive/2011/10/the-shame-of-college-sports/308643/>
- 2) *** SKIM *** "US District Court Ruling: Ed O'Bannon v. NCAA," August 8, 2014, http://i.turner.ncaa.com/dr/ncaa/ncaa7/release/sites/default/files/images/2014/08/08/ncaa_obannon_ruling_08082014.pdf
- 3) "NCAA Responds to O'Bannon Ruling," August 10, 2014, NCAA, <http://www.ncaa.com/news/ncaa/article/2014-08-08/ncaa-responds-courts-ruling-regarding-ed-obannon-lawsuit>
- 4) "Catching Up with the O'Bannon Ruling, Soon to Go Into Effect," July 29, 2015, *New York Times*, <http://www.nytimes.com/2015/07/30/sports/catching-up-with-the-obannon-ruling-soon-to-go-into-effect.html>
- 5) "The \$10-Billion Sports Tab," *Chronicle of Higher Education*, http://chronicle.com/interactives/ncaa-subsidies-main/#id=table_2014

Week 5 (9/26): It's Always Been About Football... (Early 20th Century)

Reading:

- 1) *Carlisle v. Army* (all)

Week 6 (10/3): The Career, Retirement, and Enshrinement of Pat Summitt (2013)

Reading:

- 1) *Sum it Up* (all)

Paper I Due 5pm Friday, 10/7

Week 7 (10/10): The Progressive Era: Universities, Conferences, & "Athletic Relations" (Early 20th century)

Readings:

- 1) *Southern Intercollegiate Athletic Association Handbook, 1895*, UNM Learn
- 2) "Establishing Proper Athletic Relations: The Nascent SEC and the Formation of College Athletic Conferences," *Alabama Historical Review*, <https://muse.jhu.edu/article/577614>
- 3) "The Wisconsin Idea," *University of Wisconsin*, <http://www.wisc.edu/wisconsin-idea/>
- 4) "The University and the Social Gospel: The Intellectual Origins of the 'Wisconsin Idea,'" *Wisconsin Magazine of History*, <http://content.wisconsinhistory.org/cdm/compoundobject/collection/wmh/id/27778/show/27717>

Week 8 (10/17): Happy Valley? The Penn State Scandal (2012)

**** Please note: This will be a scholarly discussion of the PSU/Jerry Sandusky litigation. The topics therein (including child and sexual abuse) are difficult ones. While every effort will be made to approach this topic in a deliberate manner, please let the professor know if you have concerns about discussing these topics in a classroom setting.**

Readings:

- 1) "The End of Penn State Football," *The Atlantic*, <http://www.theatlantic.com/entertainment/archive/2012/07/the-end-of-penn-state-football/259793/>
- 2) "Why I Resigned the Paterno Chair," *The Chronicle of Higher Education*, <http://chronicle.com/article/Why-I-Resigned-the-Paterno/134944/>
- 3) "Five Years After Sandusky, Penn State Has Learned Nothing. Nada. Zilch." *Philadelphia Inquirer*, <http://www.philly.com/philly/blogs/attytood/5-years-into-Sanduskygate-Penn-State-has-learned-nothing-Zilch-Nada.html>
- 4) "The Sins of the Father," *ESPN*, http://espn.go.com/espn/story/_/id/8162972/joe-paterno-true-legacy
- 5) "New Court Documents Suggest Others at PSU Knew About Sandusky Abuse," *Washington Post*, https://www.washingtonpost.com/sports/colleges/new-court-documents-suggest-others-at-penn-state-knew-of-jerry-sandusky-abuse/2016/07/12/9752f5a6-4853-11e6-90a8-fb84201e0645_story.html

Week 9 (10/24): The 4 Minute Mile and an International Model (1954)

Reading:

- 1) *The Perfect Mile* (All)



Week 10 (10/31): Social Action, “Millennialism,” and College Students (2014-Present)

Readings:

- 1) “Why Missouri’s Football Team Joined a Protest Against the School’s Administration,” *Sports Illustrated*, <http://www.si.com/college-football/2015/11/09/missouri-football-protest-racism-tim-wolfe>
- 2) “Millennials Match Baby Boomers as the Largest Generation, But Will they Vote?” *Pew Research*, <http://www.pewresearch.org/fact-tank/2016/05/16/millennials-match-baby-boomers-as-largest-generation-in-u-s-electorate-but-will-they-vote/>
- 3) “The Next America,” *Pew Research*, <http://www.pewresearch.org/next-america/#Two-Dramas-in-Slow-Motion>
- 4) “What do [Student] College Football Fans Want?” *Wall Street Journal*, <http://www.wsj.com/articles/what-do-college-football-fans-today-want-1437080251>

Week 11 (11/7): Paper 2 Week

Paper II Due (via email) 5pm Friday, November 11

Week 12 (11/14): Title IX (1972)

Readings:

- 1) *Title IX Legal Manual*, Department of Justice, <http://www.justice.gov/crt/about/cor/coord/ixlegal.pdf> (Sections I, II, pg.93-95, browse Table of Contents)
- 2) “The Uneven Playing Field,” *New York Times*, May 11, 2008, <http://www.nytimes.com/2008/05/11/magazine/11Girls-t.html?pagewanted=all>
- 3) “Title IX: 40 Years and Counting,” National Women’s Law Center, http://www.nwlc.org/sites/default/files/pdfs/nwlcatletics_titleixfactsheet.pdf
- 4) “Equal Access to Education: 40 Years of Title IX,” Department of Justice, June 23, 2012, <http://www.justice.gov/crt/about/edu/documents/titleixreport.pdf>

Week 13 (11/21): UNM, the Lobos, and the State of New Mexico (Present)

Readings:

- 1) ***Read each of the 7 points*** “UNM 2020 Strategic Plan,” *University of New Mexico*, <http://strategy.unm.edu/>
- 2) “LoboGate Destroyed Basketball Program in ’79,” *Albuquerque Journal*, <http://www.abqjournal.com/news/metro/594807metro09-15-07.htm>
- 3) “Like it or Not Lobo Fans, It All Comes Down to Football,” *Santa Fe New Mexican*, http://www.santafenewmexican.com/opinion/local_columns/like-it-or-not-lobos-fans-it-all-comes-down/article_6dd658b5-662d-5e58-ba66-0663edea2d69.html
- 4) “New Mexico Women Win First Cross Country National Championship, *NCAA*, <http://www.ncaa.com/news/cross-country-women/article/2015-11-21/new-mexico-women-win-first-cross-country-national>
- 5) ***Skim, focus on last 5 pages*** “UNM Factbook, 2014-2015,” *University of New Mexico*, <http://oia.unm.edu/facts-and-figures/documents/Fact%20Book/2014-2015-factbook.pdf>

Week 14 (11/28): Reforming the American University, and the Sports Therein

Reading: *Designing the New American University*, chapters 5-7, conclusion

Week 15 (12/5): Final Presentations