

tennessee sporting lives

the history of tennessee through sport



Welcome to HIST 2030

We will use sport as a window to explore and examine the tension between progress and tradition that has defined the history of Tennessee. We will actively practice the study of history.

This means you will not simply be responsible for recounting and remembering important individuals, events, and developments. Instead, we will think critically about the themes that have defined Tennessee, such as the influence of the landscape, the competing desires for regional distinction or national integration, the performance of masculinity and femininity, the struggle for racial and ethnic respect, the clash of modernity and tradition, and the emergence of industrialization and consumerism. The subject of sport provides an opportunity to gain alternative, insightful perspectives of these themes.

THE SCORE BOARD

participation: 10%
weekly workout: 10%
biography review: 15%
historical scouting report: 15%

making TN history: 15%
quarter quizzes: 15%
examinations: 20%

Professor:

Dr. Cat M. Ariail
catherine.ariail@mtsu.edu
office: Peck Hall ###
office hours:
MW 11:30-12:30
TR 11:15-12:45



Class Details:

date/time: ###
room: ###



Website: Stay up to date by checking D2L.



Required Text:

All daily readings will be posted on D2L.

practice, preparation, possibilities

The practice of history does not result in perfection. But, how you choose to practice history does open different possibilities. Are you a role player, a starter, or an all-star? You have the opportunity to choose your role. Being an all-star historian is not for everyone. Role players also are valuable members of the team. The amount of practice and preparation you are willing to put into this course determines your potential.

role player

Role players likely are only taking this course because "it's required." They are most concerned with WHAT happened. Their goal is to gain a limited, but still valuable, perspective of the developments and ideas that have made modern America.

starter

Starters may not be history majors, but they are intrigued by the subject and appreciate that it can improve skills useful across fields of study. Starters are interested in HOW and WHY certain developments occurred as they did. They actively participate in our historical conversations.

all-star

All-Stars likely are history majors, or are at least very interested in construction of historical knowledge. They critically engage with information about the past, questioning assumptions and considering alternatives. All-stars are concerned with WHY history matters.

HIST 2030 Game Plan

This course can be thought of as a fast-paced, jammed-packed season. Studying history is not a spectator sport; it is an active exercise. Be ready to practice! Be ready to work out! Success requires preparation and engagement. We will:

- **Analyze historical facts and interpretations**
- **Analyze and compare political, geographic, economic, social, cultural, religious, and intellectual institutions,**

structures, and processes across a range of historical periods and cultures

- **Recognize and articulate the diversity of human experience across a range of historical periods and the complexities of a global culture and society**
- **Draw on historical perspective to evaluate contemporary problems/issues**
- **Analyze the contributions of past cultures/societies to the contemporary world**



It is important to complete and understand all the assigned reading material before class. Class periods serve as opportunities to push further and harder. We will use and improve our analytical skills by going beyond the information read. Everyone should be ready to think critically, actively participating in our conversations about how sport can help us understand the tension between progress and tradition throughout the history of Tennessee. Assignments and exams will expand on reading and class sessions. These will be open-book, open-note, and completed outside of class, encouraging you to analyze and evaluate information rather than memorize facts. They are opportunities to show your skills!

participation: 10%

Participation includes both attending and engaging in class. Attendance will be taken every class period. But attending is not sufficient for success. You should arrive ready and willing to engage through active listening and thoughtful discussion. Be ready to wrestle with and respond to key questions and other concepts.

weekly workout: 10%

Every week, you will choose to complete a weekly workout (WW) for one of two readings. You will answer the WW discussion questions that correspond to your selected reading. You will submit your WW (WW#a or WW#b) to the D2L Discussion Board on the specified date before class. A weekly workout is due every week; no exceptions. For more information, as well as access to the weekly workouts for the coming week, see the course page on D2L.

quarter quizzes: 15%

You will complete three of four possible quarter quizzes (QQ) outside of class on D2L. They will be due by 8 AM on their Tuesday due date. They will be made available at 5 PM on the Friday before the Tuesday they are due. You will have 120 minutes to carefully consider and complete the short-essay style questions at the time of your choosing. Quarter quizzes will expand on readings, discussions, and weekly workouts.



examinations: 20%

The mid-term and final exam will be reflection-based. Rather than requiring you to regurgitate names and dates, you will reflect on what you have learning, sharing your likes, dislikes, and other ideas. Exams will be completed on D2L.

biography review: 15%

Biographies not only tell the story of an

HOW TO READ

Yes, success in this class requires a significant amount of reading. So it is important that you manage your reading responsibilities.

While all the information in the *American Yawp* (AY) is important, it is not necessary to read it super-closely. You are encouraged to focus on sections that describe historical developments less familiar to you. The AY is a reference source that you can (and should) return to as you complete assignments.

However, it is important that you closely read the sport history reading you choose. This is the information you will be expected to discuss in class and analyze in your weekly workout, as well as apply to quizzes and exams. So, you should make sure to take notes, jotting down any ideas that might help you with future assignments.

individual's life, but also use that individual as a window into wider historical developments. You will read *Strong Inside: Perry Wallace and the Collision of Race and Sports in the South* and then complete a guided book review (BR), analyzing how Wallace helps us understand politics, society, and culture in Tennessee. We will also engage in a class discussion about the book. For more information see the course page on D2L.

making tennessee history: 15%

The meaning of historical figures, events, and developments is often more important than the actual historical facts and details. You will complete two of three possible Making Tennessee History (MTH) activities. You will closely analyze a diverse set of documents and media about an iconic Tennessee person, place, or development before then completing an activity through which you will probe what its meaning tells us about the past and present of Tennessee. In short, you will explore and explain the making of historical knowledge. For more information, including activity choices, see the course page on D2L.



historical scouting report: 15%

The evaluation of primary source materials forms the foundation of historical study. In completing a historical scouting report (HSR), you will analyze documents about an athlete, determining what their experience can tell us about broader historical developments during the moment in which they competed. For more information, including the list of the athletes you can choose to scout, see the course page on D2L.

Week	Topic/Theme	Key Questions	Other Reading	Due
Week 1: Aug. 28 & 30	The What, Why, and How of Tennessee Sport History	What is the study of history? Why study history? Why study sport history?		
			"The Cedars of Lebannon"	WW1
	LABOR DAY			
Week 2: Sept. 4 & 6	Tennessee's Original Sportsmen	What were the beginnings of what we now call Tennessee? Why do we think about this history the way that we do?	Excerpt from Daniel Boone's autobiography	WW2a
			"Interactions Between the Mississippi and European Americans Through the Sport of Toli"	WW2b
Week 3: Sept. 11 & 13	Race Horse Men	How does horse raising and racing explain the development of society in early Tennessee?	Excerpt from <i>Race Horse Men</i>	
			Continue reading <i>Race Horse Men</i>	WW3
Week 4: Sept. 18 & 20	Warriors and the War	How did ideas about gender explain the tensions, trials, and traumas of the antebellum period and Civil War in Tennessee?	"Our Finest Presidential Athlete"	QQ #1/ WW4a
			"Women: Numerous and Armed"	WW4b

Week	Topic/Theme	Key Questions	Other Reading	Due
Week 5: Sept. 25 & 27	The Emergence of Institutions of Modern Sport and Society	What role did sport and institutions of sport play in the “reconstruction” of Tennessee?	“The Manly, the Moral, and the Proficient”	MTH #1/ WW5a
			“Interracial Relations in the YWCA”	WW5b
Week 6: Oct. 2 & 4	Grantland and the Gridiron	Does “progress” or “tradition” dominate in Tennessee and the broader South in the early 20th century?	“Foolish and Useless Sport”	QQ#2/ WW6a
			“Everybody Loved Grantland”/“Grantland Rice Sucked”/“Alumnus Football”	WW6b
Week 7: Oct. 9 & 11	Sport and Social Advancement	Did sport encourage social advancement for women and African Americans in the early 20th century?	“Bloomers and Beyond”	WW7a
			“Highlighting Nashville’s Negro Leagues”/“The Memphis Red Sox”	WW7b
	Mid-Term Due by 5 PM on Friday FALL BREAK			
Week 8: Oct. 18	A New Deal for Sport, Recreation, and Tennessee	How did the Great Depression and New Deal change Tennessee?	“It’s Easier to Pick a Tourist Than It Is a Bale”/“Dangerous Waters”	WW8
Week 9: Oct. 23 & 25	The Tennessee State Tigerbelles	How were the Tigerbelles exemplars of postwar Tennessee? How were they exceptional?	“Running for Freedom”	MTH #2/ WW9a
			“From Cold War Icon to Civil Rights Rebel”	WW9b
Week 10: Oct. 30 & Nov. 1	NASCAR and the Nabucos	How did sport in Tennessee illuminate the negotiation of gender relations in the 1950s and 1960s?	“The Most Southern Sport on Earth”	QQ #3/ WW10a
			“Nashville Business College: Champions Before Their Time”	WW10b
Week 11: Nov. 6 & 8	Pride, Promise, Power, and Perry Wallace	Why is Perry Wallace important?	<i>Stong Inside</i>	
			<i>Strong Inside</i>	WW11
Week 12: Nov. 13 & 15	Lady Vol Legends	How did women navigate new opportunities in late 20th century Tennessee?	“Eye of the Storm”	BR #1/ WW12a
			“Hey Tennessee, Celebrate Women, not Lady Vols”/“Decision to Roll Back ‘Lady Vols’ Name Causing Division”	WW12b

Week	Topic/Theme	Key Questions	Other Reading	Due
Week 13: Nov. 20	Wrestlin' with the Complications of Contemporary Tennessee	How were traditions sustained in late 20th century Tennessee? Should they be sustained?	"The 'Tennessee Test of Manhood'"/"Friday Night Heroes"	QQ #4/ WW13
THANKSGIVING BREAK				
Week 14: Nov. 27 & 29	The Arrival of Professional Sports in Tennessee	What does the arrival of major pro sports teams tell us about economic change in contemporary Tennessee?	"Why Memphians Should Hate the Tennessee Titans"/"Hockey-Tonk Town"	WW14a
			"The Grizzlies' - and Memphis' - Grit and Grind"	WW14b
Week 15: Dec. 4	Sporting and Leisure Lives in 21st Century Tennessee	Has modernity triumphed over tradition in 21st century Tennessee?	HSR Discussion	MTH #3
Historical Scouting Report Due to D2L by 5PM on December 7 Final Exam Due to D2L by 5PM on TBA				

Rules, Resources, & Respect

technology: In class periods, we will be accessing and engaging with materials online. So, please bring a computer or other device. However, please respect others around you by not distracting them by using your device for purposes not related to class.

assignments: All assignments are due to D2L in accord with the date/time listed on the syllabus. Late work will receive deductions, unless an administrative-approved excuse is provided. If you anticipate difficulties submitting an assignment on time, please contact the professor at least 5 days in advance. Extensions will be provided if they are negotiated well in advance.

grading: It is understandable that you may be disappointed if you receive an assignment grade that is below your expectations. If you still disagree with your grade after closely reading the professor's feedback, you can submit a grade dispute proposal, a short essay (2 paragraphs, 5-7 sentences per paragraph) that details and specifies your disagreement. You must email your proposal to the professor within a week of the date the assignment was returned. The professor will then contact you to schedule a consultation about your grade.

academic integrity: Academic integrity is a hallmark of Middle Tennessee State University. We expect students to complete academic exercises and assignments that are original and appropriately credit all sources used. Academic misconduct includes, but is not limited to:



plagiarism: The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper attribution. This includes self-plagiarism, which occurs when an author submits material or research from a previous academic exercise to satisfy the requirements of another exercise and uses it without proper citation of its reuse. **cheating:** Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. This includes unapproved collaboration, which occurs when a student works with others on an academic exercise without the express permission of the professor. It also includes purchasing assignments or paying another person to complete a course for you. **fabrication:** Unauthorized falsification or invention of any information or citation in an academic exercise.

If you have a question about an assignment, please ask the professor to clarify. All cases of academic misconduct will be reported to the Director of Student Academic Ethics and may result in failure on the assignment or for the course.

accessibility: If you have a documented disability and/or need a reasonable accommodation in order to succeed in this course, please consult with the professor as soon as possible. MTSU is committed to campus access in accordance with Title II of the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973. Any student interested in reasonable accommodations can consult the DAC website and/or contact the DAC at dacemail@mtsu.edu.

address: Please inform the professor of your preferred name and/or pronoun.

To retain the Tennessee Education Lottery Scholarship eligibility, you must earn a cumulative TELS GPA of 2.75 after 24 and 48 attempted hours and a cumulative TELS GPA of 3.0 thereafter. A grade of C, D, F, FA, or I in this class may negatively impact TELS eligibility. If you drop this class, withdraw, or if you stop attending this class you may lose eligibility for your lottery scholarship, and you may not be able to regain eligibility at a later time. For additional Lottery rules, please refer to your Lottery Statement of Understanding form (<http://www.mtsu.edu/financial-aid/forms/LOTFOD.pdf>) or contact your MT One Stop Enrollment Counselor (<http://www.mtsu.edu/one-stop/counselor.php>).

NEED A TIME-OUT?

Yes, college is hard. You may be confused. You may be stressed out. Don't be afraid to ask for help.

1. **Speak up in class:** You probably are not the only one with your concern and we can benefit from discussing it together.
2. **Chat with the professor:** You are encouraged to email me with questions and concerns. You can also stop by my office during office hours or make appointment. This is the best way to address any issues or struggles.
3. **Use online resources:** Refer to the class website not only to make sure you are on top of assignments and other responsibilities but also to access other resources, such as strategies for reading, advice for writing, and suggestions for time management.
4. **Visit the Tutoring Spot:** Located in Walker Library and other campus sites, FREE tutoring is available to help you better understand course content, as well as improve your study skills and learning strategies. For more info, see <http://mtsu.edu/studentssuccess/tutoring.php#on>.

HIST 2030 Run-Down

Here's a quick summary of everything you're responsible for this semester. All details, documents, and any other necessities are available on D2L.

- Complete weekly readings
- Complete Weekly Workout every week
- Complete three Quarter Quizzes
 - QQ #1: Sept. 18
 - QQ #2: Oct. 2
 - QQ #3: Oct. 30
 - QQ #4: Nov. 20
- Complete two Making Tennessee History activities
 - MTH #1: Sept. 25
 - MTH #2: Oct. 23
 - MTH #3: Dec. 4
- Read *Strong Inside*
 - Discussions: Nov. 6 & 8
- Complete Biography Review of *Strong Inside*
 - BR #1: Nov. 13
- Complete Historical Scouting Report project
 - HSR #1: Dec. 7
- Complete the Mid-Term Exam and Final Exam:
 - Mid-Term: Oct. 12
 - Final: TBA