

**HITO 155: Race, Sport, and Inequality in the Twentieth Century**  
**Course Syllabus**  
**Manuel Morales Fontanilla, Ph.D. Candidate**

Class Time and Location: MWF 3:00p-3:50p Peterson Hall 102

Office Hours: W Noon-2:00p (Or by Appointment)

Email: [mam039@ucsd.edu](mailto:mam039@ucsd.edu)

Class Website: <https://tritoned.ucsd.edu>

### **Course Overview**

In our attempt to move beyond traditional racial and social binaries that dominate the academic conversations on sports, race, and inequalities, this course tracks the **worldwide** interplay of these aspects from the local to the global. In HITO 155, we will begin with the patterns of exclusion and participation on the part of African Americans, Latinos, and Native Americans. We will then examine patterns of inequality across the globe, including concrete examples from Latin America, Africa, and Asia. The objective of this approach is to show how fundamental the Global South has been for the development of modern sports and to present its profound influence on this dimension of popular culture worldwide. In **Race, Sports, and Inequality** we will expose ourselves to both primary sources (texts, images, songs, material culture) and contemporary historical, sociological, and anthropological literature focused on the topics pertinent to the class. We will be using ‘**Active Learning**’ strategies, which aim at promoting a diverse, tolerant, and collaborative class environment.

### **General Learning Goals**

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

1. Have a clear understanding of the interplay of sports, race, and social inequalities.
2. Recognize important historical actors in the world of sports, and how they impacted the politics and culture of their time and space.
3. Reflect on the transformations experienced in the sports field during the Twentieth Century and their long term social effects.
4. Analyze policies of inclusion and their effectiveness attempting to eliminate social and racial inequalities from the world of sports.

### **Skill Goals**

By the end of this course you will improve your skills in:

1. Interrogating primary historical sources like texts and images.
2. Using and analyzing relevant historical literature.
3. Constructing and deconstructing historical and sociological arguments.
4. Historical writing and reading.

### **Course Format**

50 minutes of class three times a week, integrating lecture, class discussion of assigned books, Peer Instruction, and Think-Pair-Share activities.

### Course Readings

This class doesn't have a reader or a textbook. All the materials will be available electronically in .PDF format at <https://tritoned.ucsd.edu>

### Grade Distribution

Participation (i-Clicker based)	30%
Midterm	30%
Final	40%

### Participation

In this class, we will be using **active learning** strategies to encourage, promote, and reward in-class engagement and the use of course materials. During the quarter we will have two types of i-Clicker exercises: a) 9 reading quizzes (grade based on % of correct answers), and b) participation questions (open-ended questions grade based on engagement). Reading quizzes will be administered once a week (starting week 1 but not during the week of the midterm) and will cover the material assigned for the day. The participation questions will give you the opportunity to practice new skills and ways of thinking and compare your ideas with others' in the class. I will drop the lowest 10% of your scores, as safety in case of student/instructor error, mechanical error, lost clickers, absences, emergencies, etc. The correct functioning, registration, and in-class use of the i-Clicker is your responsibility. There are no make-up i-Clicker assessments. For campus resources to help you with i-Clickers, see:

<http://acms.ucsd.edu/faculty/clickers/index.html>

### Midterm

In class (50 min), consisting of matching terms, passages IDs, an essay and/or short questions. Blue book required.

### Final Exam

A 1,500 to 2,000 words max. essay exploring a theme discussed during the quarter. **A topic proposal (thesis, questions, bibliography) is due Monday of week 7.** In your essay you will have to use evidence from **course materials** to support your ideas and hypothesis, additional bibliography is also acceptable. You will have to submit your final paper to turnitin.com by 11:59 pm on the day of the final exam, Wednesday, June 13, 2018.

### Academic Integrity

You should observe and respect the academic integrity standards described by UCSD Policy <http://academicintegrity.ucsd.edu/process/policy.html>. For more on UCSD's culture of academic integrity, see <http://academicintegrity.ucsd.edu/>

### Office for Student Disabilities

Students requesting accommodations and services for this course due to a disability need to provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) prior to eligibility for requests. Receipt of AFAs in advance is necessary for appropriate planning for the provision of reasonable accommodations. OSD Academic Liaisons also need to receive current AFA letters if there are any changes to accommodations. For additional information, contact the Office for Students with Disabilities:

858-534-4382 (V); 959.534.9709 (TTY) – reserved for people who are deaf or hard of hearing;  
or email: [osd@ucsd.edu](mailto:osd@ucsd.edu). OSD Website: <http://disabilities.ucsd.edu>

### **E-mail policy**

I will use my UCSD email address ([mam039@ucsd.edu](mailto:mam039@ucsd.edu)) to send important course information. I will gladly answer course related questions as soon as possible. However, as a matter of courtesy, allow me 24 hours on weekdays and 48 hours on weekends to respond. In any case, it is better if you stop by office hours (W Noon-2:00p) or talk to me after class.

### **Course Calendar (subject to change)**

All texts are to be read prior to the class session under which they are listed

### **Sports and History**

#### Monday 4/2

1. Introduction and overview

#### Wednesday 4/4

2. Sports and power

Reading: “Sports, Politics, and the Engaged Historian,” Allen Guttman (12p)

#### Friday 4/6

3. Sports and Identity

Reading: “Confronting America: Black commercial aesthetics, athlete activism and the nation reconsidered,” Ronald Mower, Jacob Bustad, and David Andrews. (21 p)

### **Sports and the African American Community**

#### Monday 4/9

4. The Galveston Giant – boxing during the Jim Crow Era

Reading: “Jack Johnson and the Quest for Racial Respect,” Gerald R. Gems (13p)

#### Wednesday 4/11

5. Baseball and the Breaking of the Color Barrier

Reading: “The Trivialization of the Jackie Robinson Legacy,” Joel Nathan Rosen (12p)

#### Friday 4/13

6. Black Power and the Summer of 68

Reading: “Silent Gesture: The Autobiography of Tommie Smith,” Tommie Smith with David Steele, (Chapter 2 – 21p)

### **Latinos in American Sports**

#### Monday 4/16

7. “We are Americans” - Roberto Clemente and the Puerto Rican Identity

Reading: “Roberto Clemente: Images, Identity, and Legacy,” Samuel Regalado (12p)

#### Wednesday 4/18

8. Soccer and the Latino Community

Reading: “Latinos in Major League and National Soccer,” Anthony Moretti (18p)

#### Friday 4/20

9. Football and the Brown Color Line

Reading: “The Pigskin Pulpito,” Jorge Iber (18p)

### **Native American Sports**

#### Monday 4/23

10. Native Americans in Pro-Sports

Reading: “‘Chief’ The American Indian Integration of Baseball, 1897-1945,” Jeffrey Powers-Beck (30p)

Wednesday 4/25

11. Native American Representations in Sports

Reading: “Race, Colonialism, and the Politics of Indian Sports Names and Mascots: The Washington Football Team Case,” Kevin Bruyneel (23p)

**Women’s Sports**

Friday 4/27

12. Title IX

Reading: “Transition to Equality: The 1975 Title IX Athletics Regulations,” Kelly Belanger (5p)

Monday 4/3

13. Women, Sports, and Social Activism

Reading: “Women, Sports, and Activism” Cheryl Cooky (23p)

Wednesday 5/2

14. Women in Pro-Sports

Reading: “MMA Goes Mainstream,” L.A. Jennings (24p)

**MIDTERM EXAM**

Friday 5/4

15. In Class – Blue Book Required

**Gender and Sexuality in Sports**

Monday 5/7

16. The Male Preserve – Sports and Masculinity

Reading: “‘Man to Man’: Basketball, Movement, and the Practice of Masculinity,” (22p)

Wednesday 5/9

17. The Gay Athlete

Reading: “Gay Male Athletes and Shifting Masculine Identities,” Eric Anderson (25p)

Friday 5/11

18. Lesbian Identity and Women’s Sports

Reading: “‘Plays Like a Guy’: A Rhetorical Analysis of Brittney Griner in Sports Media” KL Lavalley (16p)

**Sports, Colonialism, and Imperialism**

Monday 5/14

19. Sports and Race in a Colonial Context

Reading: “Spheroid of Influence: Sports, Colonization, Modernity,” Lou Antolihao (30p)

Wednesday 5/16

20. Sports and Race During the Cold War

Reading: “13 Reds, Revolutionaries, and Racists: Surfing, Travel, and Diplomacy in the Reagan Era,” Scott Laderman (21p)

Friday 5/18

21. “Ali, Bomaye”

Reading: “‘Rumble in the Jungle,’ Muhammad Ali Vs. George Foreman in the Age of Global Spectacle,” Lewis A. Erenberg (16p)

**Sports, Race, and Multiculturalism**

Monday 5/21

22. Resisting Apartheid, Playing Rugby in South Africa

Reading: “Sport and Post-Apartheid South Africa: Revisiting the Race Game,” Chris Bolsmann (7p)

Wednesday 5/23

23. Soccer and the Afro-Brazilian Identity

Reading: "A National Game: Futebol Made Popular, Professional, and Afro-Brazilian," Roger Kittleson (50p)

Friday 5/25

24. **CLASS CANCELLED** watch: "The Two Escobars" (1h 40m) Dir: Jeff Zimbalist, Michael Zimbalist – (Homework)

Monday 5/30

25. Soccer and Global Multiculturalism

Reading: "German Soccer, the 2010 World Cup, and Multicultural Belonging," Maria Stehle and Beverly Weber (21p)

**Sport and Social Inequalities Across the Globe**

Wednesday 6/1

26. "Mano de Piedra" – The Panamenian Masculinity

Reading: "Roberto Durán, Omar Torrijos, and the Rise of Isthmanian Machismo," Michael Donoghue (21p)

Friday 6/4

27. Sports and Argentinean Cross-class Solidarities

Reading: "Rivalry, Passion, and Cooperation Between Argentinean Club Supporters," Verónica Moreira, José Garriga Zucal, Nemesia Hijós (14p)

Wednesday 6/6

28. Muslim Identity and Sports

Reading: "Because I am Muslim, I cannot Wear a Swimsuit," Manal Hamzeh and Kimberly L. Oliver (9p)

Friday 6/8

29. Representing China – The Rise of eSports

Reading: "Video Games Around the World: China," Anthony Y.H. Fund and Sara Xueting Liao (18p)

**Final Exam:**

Wednesday, June 13, 2018.