

**Political Science 12A**  
**Politics & Sports**  
**Winter 2022**  
**Monday & Wednesday 4:10-6:00pm (Wellman 26)**

Instructor: **Professor Ethan Scheiner**

<http://scheiner.ucdavis.edu/>

581 Kerr Hall

[escheiner@ucdavis.edu](mailto:escheiner@ucdavis.edu)

**Office Hours: Wednesdays 1:30-3:30pm**

<http://scheiner.ucdavis.edu/officehours.html>

**TA Office Hours**

**Alex Cohen:** [agcohen@ucdavis.edu](mailto:agcohen@ucdavis.edu)

Kerr 653: Mondays 1-3pm

**Forrest Owens:** [flowens@ucdavis.edu](mailto:flowens@ucdavis.edu)

Kerr 660: Wednesdays 9-11am

**Course webpage:** <http://scheiner.ucdavis.edu/pol12a.html>

(this page will also be linkable from the course page at <https://canvas.ucdavis.edu/>)

**Course Summary:** In their more dispassionate and rational moments, people remind themselves that they should not get too worked up by what happens in a sporting event. After all, they note, “it’s just a game.” However, as any serious observer of American and world history can tell us, many significant sporting events of the past century have been far more than “just” games. These events and the people involved in them have figured prominently in many of the most important political issues of the past century. This course introduces students to core issues in American and world politics, but do so through the lens of sports and the athletes who play them.

The course is divided into three parts:

1. *The 1930s:* when sports intersected with the Nazi march to war and issues of race in the U.S.
2. *The postwar era:* specifically the ways in which sports interacted with the civil rights movement in the U.S., Middle East turmoil, and the Cold War
3. *The end of the Cold War:* most notably Mandela’s use of rugby to help unify post-Apartheid South Africa.

### Please Note:

- All Power Point slides, assignments, grades, study guides, and online reading will be posted at Canvas.
- In Canvas, Power Point slides are listed with a lecture/class number and the date – these match the lecture/class number and date of the class listed in the syllabus.
  - If I don't lecture on a day (e.g., on exam days), there will be no Power Point slides that go with that day's lecture number and date.
- For additional class policies, please see the [Course Expectations](#) page.

### Required Texts:

- See Canvas
- **Videos:** You will be expected to remember the main points from the videos that we show in class – although you don't need to know all the details.
- All reading listed for the course is required, unless otherwise noted.

### Lectures:

- Attendance is not mandatory.
  - There is no need to let the instructors know when you are going to miss class. (In fact, please don't inform us unless it is really, really important.)
- Through the Classroom Hotline, I have requested that campus IT set up "Lecture Capture" to automatically video record all lectures and automatically store them at our Canvas class site. In the past when I have done this, the system worked flawlessly.
- However, If I am unable record lectures:
  - If you miss classes, you will need to get notes or find out what you missed from another student in the class (and not from the instructors). But, as with any class, the instructors will be happy to answer any specific questions about the material.

### Assignments/Grades:

Students' final grades will be based on the following assignments.

#### (1) Participation in class (10%).

- Everyone in the class receives an automatic 100% for their participation score. However, students may receive lower participation scores if they act rudely toward others (other students and/or instructors) in the class, repeatedly ask questions that can be answered by reading the syllabus or Course Expectations, or send inappropriate/unprofessional emails/Canvas messaging to the instructors.
  - **I prefer that our written communication be over email, NOT CANVAS MESSAGE.** My email address is listed at the top of the syllabus. See this [EXCELLENT GUIDE to EMAIL ETIQUETTE](#). (Note that if you absolutely insist on communicating with me over Canvas message – which I strongly urge you NOT to do – I expect the same professional etiquette as in emails.)



## Grades

*Numerical grades translate into letter grades as follows:*

100 = A+

93.4-99.9 = A

90-93.3 = A-

86.7-89.9 = B+

83.4-86.6 = B

80 – 83.3 = B-

Etc.

- ***The translation of scores to letter grades is all set mathematically. I will not respond to requests to have me change your grade above what your score merits according to the above scale.***
- For information on how to have your assignment regraded, please see [Regrading Policy](#).

## Important UCD Information for You about Academic Conduct

The campus requires that I notify you of the following:

- “The requirement to include “notice of the Code of Academic Conduct” on all undergraduate and graduate course outlines (syllabi) per Regulation 537. You can provide notice on your syllabi however you prefer; it can be as simple as including a link to the [Code’s webpage](#).”
- “The authority for instructors to assign a student a maximum grade penalty of “F” for a course—as opposed to an “F” only on the examination or assignment in question—when “academic misconduct is admitted or is determined by adjudication to have occurred,” per Regulation 550.”

### Academic Participation Requirements for Students

Last year the U.S. Department of Education determined that UC Davis needed to institute additional measures for validating that students participate in their registered classes. To comply with this mandate, in September 2018 the campus will require students to verify that they have begun each course for which they are registered via the Academic Participation program. This program also encourages students to acknowledge their responsibilities regarding academic integrity and the Code of Academic Conduct, reinforcing our campus culture of honesty.

MyUCDavis will notify students online and through email on the first day of instruction to complete their Academic Participation verification no later than the quarter add deadline. Failing to verify academic participation by this deadline may result in a reduction of the student’s financial aid award. We call upon faculty and staff to assist in communicating this new requirement to students. A few examples of how to do this include:

- Faculty may include the link [participate.ucdavis.edu](http://participate.ucdavis.edu) in their syllabus, on Canvas, and discuss the requirement on the first day of class.
- Advisors and other staff could send additional notices to their students, and remind them during advising appointments.

For more information please visit [participate.ucdavis.edu/faculty](http://participate.ucdavis.edu/faculty), or [contact an expert](#).

## Class Dates, Topics and Assignments

\*\*\*The Instructor Reserves the Right to Change the Assignments as Circumstances Require\*\*\*

\*\*Changes will be mentioned in class, through email, and placed on the syllabus\*\*

**The reading listed for a given class session is the reading you should do prior to that day.**

**ASSIGNMENT FOR EVERY DAY: CHECK YOUR UCD EMAIL EVERY DAY SO THAT YOU WILL RECEIVE ANY UPDATES TO THE COURSE.**

## PART I: SPORTS AND THE LEAD UP TO WORLD WAR II

### 1.1/3 (Monday): Introduction – Class begins today at 4:30pm

- **Please bring a dark/bold/big Name Tag to put on your desk throughout the class.**
- **Prior to class today, please go to our class Canvas site and make sure that you can access everything you need for the course. Also, please read over the following closely:**
  - Syllabus: available at Canvas and at [this site](#)
  - [Course Expectations](#)
  - [EXCELLENT GUIDE to EMAIL ETIQUETTE](#)
- **In class today, please ask any questions you have about the course logistics or the course in general.**
- **Reading:** “Preface,” p. xi-xiii from: Zirin, Dave. 2008. *A People’s History of Sports in the United States: 250 Years of Politics, People, and Play*. New York: The New Press.
- **I also strongly recommend that you read the following from Carol Dweck.** This book represents my learning philosophy, and I urge you to read it and take the ideas within it seriously.
  - “The Mindsets” (Ch1, pp. 3-14), “Inside the Mindsets” (Ch2, pp. 15-44, 52-54), and p. 245 Diagram. This chapter is from: Dweck, Carol S. 2006. *Mindset: The New Psychology of Success*. New York: Balantine Books.

### 2. 1/5 (Wednesday): Hitler, the Nazis, Jesse Owens, & the 1936 Olympics

- “Day Three – Berlin: Tuesday, August 4, 1936,” pp. 196-212 from: Schaap, Jeremy. 2007. *Triumph: The Untold Story of Jesse Owens and Hitler’s Olympics*. New York: Houghton Mifflin Harcourt Publishing Company.
- We will watch portions of *The Journey of the African-American Athlete* (1996) and *The Nazi Games: Berlin 1936* (2016).
- Please also read the below:

The focus of the first part of the course is on civil rights, especially as it pertains to African-Americans. However, today's lecture also discusses the Nazis' horrible treatment of Jews, which is something about which Americans appear to be painfully UNaware. **Please also read this short article**, which includes the below information about facts that all people have a

responsibility to be aware of. To be clear, the Holocaust, in which the Nazis murdered 6 million Jews, most certainly DID happen, but:

- "Almost two-thirds of young American adults do not know that 6 million Jews were killed during the Holocaust, and more than one in 10 believe Jews caused the Holocaust, a new survey has found, revealing shocking levels of ignorance about the greatest crime of the 20th century."
- "Almost a quarter of respondents (23%) said they believed the Holocaust was a myth, or had been exaggerated, or they weren't sure. One in eight (12%) said they had definitely not heard, or didn't think they had heard, about the Holocaust."

### **3. 1/10 (Monday): Joe Louis vs. Max Schmeling & the Lead Up to WWII**

- "The Fight," pp. 283-309 from: Margolick, David. 2005. *Beyond Glory: Joe Louis vs. Max Schmeling and a World on the Brink*. New York: Vintage Books.
- We will watch portions of *The Journey of the African-American Athlete* (1996).

## PART II: SPORTS AND THE POSTWAR PERIOD

### II-A: SPORTS AND CIVIL RIGHTS IN THE U.S.

#### 4. 1/12 (Wednesday): Racism & Sports in the U.S.

- “Twilight Ere the Noon,” pp. 10-29 from: Tygiel, Jules. 1983. *Baseball’s Great Experiment: Jackie Robinson and His Legacy*. New York: Oxford University Press.
- We will watch portions of *The Journey of the African-American Athlete* (1996).

#### 5. 1/17 (Monday): No School – Martin Luther King, Jr. Day

#### 6. 1/19 (Wednesday): Jackie Robinson and the Integration of Major League Baseball

- “A Lone Negro in the Game,” pp. 180-208 from: Tygiel, Jules. 1983. *Baseball’s Great Experiment: Jackie Robinson and His Legacy*. New York: Oxford University Press.
- We will watch portions of the “6<sup>th</sup> Inning” from Ken Burns’ *Baseball* (1994).

#### 7. 1/24 (Monday): Muhammad Ali and the 1960s Civil Rights Movement

- “Sports on the Edge of Panic,” pp. 131-180 from: Zirin, Dave. 2008. *A People’s History of Sports in the United States: 250 Years of Politics, People, and Play*. New York: The New Press.
- <https://www.nytimes.com/2021/11/17/nyregion/malcolm-x-killing-exonerated.html>
- We will watch portions of *The Trials of Muhammad Ali* (2014)
- I will post a Study Guide at Canvas (Files) for the midterm by today

#### 8. 1/26 (Wednesday): The 1968 Olympics and Black Power

- “The World Watches: October ’68,” pp. 123-140 from: Witherspoon, Kevin B. 2014. *Before the Eyes of the World: Mexico and the 1968 Olympic Games*. DeKalb, IL: Northern Illinois Press.
- <https://fivethirtyeight.com/features/americans-are-far-more-likely-to-support-athlete-protests-than-they-once-were/>
- Will watch portions of *Fists of Freedom: The Story of the 1968 Summer Games* (1999).

#### 9. 1/31 (Monday): The Women’s Movement, Billie Jean King, and the Birth of Title IX

- “A Perfect Match,” pp. 113-136 from: Roberts, Selena. 2005. *A Necessary Spectacle: Billie Jean King, Bobby Riggs, and the Tennis Match That Leveled the Game*. New York: Crown Publishers.
- <https://www.sfchronicle.com/sports/49ers/article/49ers-legal-loss-40-years-ago-was-a-victory-16620612.php>
- Will watch portions of *Billie Jean King* (2013).

#### 10. 2/2 (Wednesday): Midterm

- The exam will cover everything in the course up to this point.

**PART II: SPORTS AND THE POSTWAR PERIOD**  
**II-B: SPORTS AND MIDDLE EAST UNREST**

**11. 2/7 (Monday): The 1972 Munich Massacre**

- “Black September,” pp. 20-47 from: Reeve, Simon. 2000. *One Day in September: The Full Story of the 1972 Munich Olympics Massacre and the Israeli Revenge Operation “Wrath of God.”* New York: Arcade Publishing.
- **Please read the PDF (under this date) that I post at Canvas with the lecture slides.**
- Will watch *One Day in September* (1999).

**PART II: SPORTS AND THE POSTWAR PERIOD**  
**II-C: SPORTS AND THE COLD WAR**

**12. 2/9 (Wednesday): USSR, Start of Cold War, & Soviet Sports**

- Riordan, Jim. 1993. "Rewriting Soviet Sports History." *Journal of Sports History* 20: 247-258.
- Will watch parts of *Of Miracles and Men* (2015)

**13. 2/14 (Monday): East Germany & the Extremes of State Drive for Sporting Success**

- Pp. 159-180 from Chapter 5, "Communist Sport Rivalries and the Role of Sport in the German Question" in Anderson, Sheldon. 2015. *The Politics & Culture of Modern Sports*. Lanham, MD.: Lexington Books.
- Will watch parts of *Doping for Gold* (2008)

**14. 2/16 (Wednesday): The Hungarian Revolution, Soviet Invasion, and Blood in the Water!**

- Pp. 153-159, 180-182 from Chapter 5, "Communist Sport Rivalries and the Role of Sport in the German Question" in Anderson, Sheldon. 2015. *The Politics & Culture of Modern Sports*. Lanham, MD.: Lexington Books.
- <https://www.theguardian.com/sport/blog/2011/dec/28/olympic-hungary-soviet-union-blood-water>
- Will watch parts of *Freedom's Fury* (2009)

**15. 2/21 (Monday): No School – Presidents Day**

**16. 2/23 (Wednesday): Miracle on Ice**

- [E.M. Swift, "A Reminder Of What We Can Be," \*Sports Illustrated\*, December 22-29, 1980.](#)
- Will watch parts of *Do You Believe in Miracles? The Story of the 1980 U.S. Hockey Team* (2001)

**17. 2/28 (Monday): Cold War Military Buildup & Olympic Boycotts**

- "Boycott!" & "...and Again!" pp. 173-202 from: Senn, Alfred Erich. 1999. *Power, Politics, and the Olympic Games: A History of the Power Brokers, Events, and Controversies that Shaped the Games*. Champaign, IL: Human Kinetics.

**18. 3/2 (Wednesday): Fall of the Soviet Union/Soviet Hockey Players Joining the NHL**

- "Crumbling at the Core" (Ch17, pp. 210-223) & "Robots Get *Glasnost*" (Ch18, pp. 224-237) from: Martin, Lawrence. 1990. *The Red Machine: The Soviet Quest to Dominate Canada's Game*. Toronto: Doubleday Canada Limited.
- Will watch parts of *Red Army* (2014)
- I will post a Study Guide at Canvas (Files) for the Final by today

**19. 3/7 (Monday): Czechoslovakia in the Cold War – The Most Thorough Mixing of Politics & Sports!!!**

- Pp. 1-9 (from Ch1) “The Prague Spring” from: Pinchevsky, Tal. 2012. *Breakaway: From Behind the Iron Curtain to the NHL: The Untold Story of Hockey’s Great Escapes*. Mississauga, Ontario: John Wiley & Sons Canada, Ltd.
- <https://www.thedailybeast.com/when-the-world-cheered-athletes-political-resistance>

**PART III: SPORTS AFTER THE COLD WAR**

**Mandela, Rugby, & the Consolidation of Democracy in Post-Apartheid South Africa**

**20. 3/9 (Wednesday): Nelson Mandela & the Unifying Power of Sports**

- “The Captain and the President” & “Springbok Serenade,” pp. 159-182 from: Carlin, John. 2008. *Invictus: Nelson Mandela and the Game that Made a Nation*. New York: Penguin Books.
- Will watch *The 16<sup>th</sup> Man* (2010)

**\*\*\*Final Exam\*\*\***

**Thu. Mar.17 at 1:00-3pm**

Exam will be based on entire course but emphasis on material since the Midterm.