PLEASE NOTE CAREFULLY:
The full set of school regulations and procedures is contained in the Undergraduate Student Handbook which is available online at your MyAberdeen Organisation page. Students are expected to familiarise themselves not only with the contents of this leaflet but also with the contents of the Handbook. Therefore, ignorance of the contents of the Handbook will not excuse the breach of any School regulation or procedure. You must familiarise yourself with this important information at the earliest opportunity.

COURSE CO-ORDINATOR
Alastair Macdonald: tel. 01224 273927; email: a.j.macdonald@abdn.ac.uk; office hours: Mondays and Tuesdays, 11-12 (room 103, Crombie Annexe)

Discipline Administration:
Mrs Barbara McGillivray/Mrs Gillian Brown
50-52 College Bounds
Room CBLG01
01224 272199/272454
history-ug@abdn.ac.uk

TIMETABLE
For time and place of classes, please see MyAberdeen

Students can also view their university timetable at http://www.abdn.ac.uk/infohub/study/timetables-550.php
**COURSE DESCRIPTION**

This course invites students to examine sport as a way of trying to understand the past while encouraging them to view sport as an active agent in producing historical change. A broad chronological framework is adopted, tracing sporting activity and pastimes from the pre-modern period, but focusing on the development of modern sports from the mid-nineteenth century onwards. The geographical scope of the course is also broad: the main focus is on western Europe, but there is also consideration of South Africa, Australia (within the context of Empire) and developments in the modern United States. Issues addressed include social class, ‘race’, gender, violence, senses of identity and the efforts of governments to control and use sport. A comparative and interdisciplinary approach is encouraged in the course.

The course is taught via a mixture of lectures and seminars. Weekly lectures cover broad themes which are examined in greater detail in the subsequent seminar sessions. From week 4 seminars will begin with student presentations on a specific topic within the broad weekly theme. Discussion that follows will explore both the specific topic and the wider theme. Careful analysis of primary source materials will also take place in seminar sessions. Each student will be expected to make one presentation during the course, normally as part of a group. Presentations should last around twenty minutes. All students are expected to undertake advanced reading on seminar topics and to make contributions to group discussions. Class contribution will be reflected in the seminar performance mark (see below). In addition to giving a presentation, level 4 students will be invited to chair the question-and-answer session for one of the other presentations.

**INTENDED AIMS AND LEARNING OUTCOMES**

**Aims:**
- to promote scholarly and detailed investigation of a wide range of issues in sport history
- to incorporate the study of primary sources as a vital tool in the cultivation of critical, analytical abilities
- to introduce students to unfamiliar types of sources
- to emphasise the development of presentational and debating skills through active student participation in seminars
- to provide opportunities for teamwork in seminars and in group presentations
- to cultivate general skills in time-management, self-learning and initiative through the allocation of assignments
- to encourage the use of information technology for bibliographical searches
Learning Outcomes
By the end of the course, students should be able:
• to understand ways in which sport has reflected wider societal traits
• to describe how sport and leisure activities have brought about historical change
• to compare and contrast the sporting experiences of different societies and peoples in different historical eras
• to critically appraise and effectively utilise relevant primary and secondary source materials
• to develop and refine skills of verbal expression, organisation and team-work through seminars and group presentations
• to improve skills of argument and written expression through essays and the resultant staff feedback
• to develop and practice skills of historical research leading to original and informed judgements and interpretations

LECTURE/SEMINAR PROGRAMME

Week 1  | Section 1: The Development of Modern Sport
15 Sep  | S1  Registration: Aims & Objectives
17 Sep  | L1  Pre-Modern Sport

Week 2  | The Development of Modern Sport I: Urbanisation and Industrialisation; Library Visit
22 Sep  | L2  The Development of Modern Sport I: Urbanisation and Industrialisation; Library Visit
24 Sep  | L3  The Development of Modern Sport II: Proselytism and Professionalism

Week 3  | Sport and the Modern World c.1850-1914
29 Sep  | S2  Sport and the Modern World c.1850-1914
1 Oct   | L4  Sport and Class

Week 4  | Football and the British Working Class (before 1945)
6 Oct   | S3  Football and the British Working Class (before 1945)
8 Oct   | L5  Sport and ‘Race’

Week 5  | Sport, Apartheid and South Africa
13 Oct  | S4  Sport, Apartheid and South Africa
15 Oct  | L6  Women and Sport
Week 6
20 Oct  S5  Women’s Tennis
Section 5: Sport and Empire
22 Oct  L7  Sport and Empire

Week 7
27 Oct  S6  The ‘Bodyline’ Series, 1932-33
Section 6: Sport and the Totalitarian State
29 Oct  L8  Sport and the Totalitarian State

Week 8
3 Nov  S7  The 1936 Olympics
Section 7: Sport and National Identity
5 Nov  L9  Sport and National Identity

Week 9
10 Nov  S8  Sport, Nation and Independence in Ireland
Section 8: Sport, Violence and ‘Sectarianism’
12 Nov  L10  Sport and Violence

Week 10
17 Nov  S9  Football and ‘Sectarianism’ in Scotland
Section 9: Sport, Money and Corruption
19 Nov  L11  Sport, Money and Corruption

Week 11
24 Nov  S10  The ‘Black Sox’ World Series, 1919
Section 10: Conclusions and Revision
26 Nov  Conclusions: Sport and History

Week 12
1 Dec  Revision Session

BIBLIOGRAPHY
The bibliography printed below is far from exhaustive – the history of sport is a vibrant field producing a steadily expanding volume of strong scholarly works. What follows consists mainly of secondary works (books rather than articles) dealing specifically with aspects of the history of sport, organised by the themes covered in the course. Many other relevant works are available in the Library, both primary and secondary, and students will be expected to access these. Sport history arose as a branch of the 1960s focus on social history. Many ‘mainstream’ works dealing with social history are valid for this course yet are not listed here. Furthermore, the thematic groupings listed in
the bibliography are based on what I regarded as the ‘best fit’ for individual works. There is naturally a lot of overlap and many books have validity for a number of the themes covered in this course. Students are strongly advised to attend the Library skills session for precise guidance on how to find relevant source material.

Anyone having trouble accessing source materials should consult the course co-ordinator without delay. Students should seek to use the internet to access bibliographical information and find primary source materials. The library resources session is invaluable in this regard, but a number of important internet sites and journal sources are listed below. Again, do not ignore ‘mainstream’ historical journals; material on the history of sport can be found in these.

Further reading is an essential part of any course in history and will deepen your understanding and enjoyment of the period and the discipline of history. The bibliography provides points of departure. The footnotes and bibliographies of these books and articles are two sources of further reading; the search-features of the library catalogue, browsing the open shelves, and consulting the course co-ordinator are other ways forward. A major outcome of a university education is an ability to find information on any topic within your field. You are encouraged to show initiative in developing this ability.

Journals
ASSH Studies in Sport Sports History (Australian - back issues available at LA84 Foundation site)
International Journal of the History of Sport
International Sports Studies (back issues available at LA84 Foundation site)
Journal of Olympic History (back issues available at LA84 Foundation site)
Journal of Sport and Social Issues
Journal of Sport History (back issues available at LA84 Foundation site)
Sport in History (formerly The Sports Historian) (back issues available at LA84 Foundation site)
Sporting Traditions (back issues available at LA84 Foundation site)

Internet Sites
HickokSports.com:
http://www.hickoksports.com/

LA84 Foundation (Amateur Athletic Foundation of Los Angeles)
http://www.la84foundation.org/
National Sporting Library and Museum (Field Sports):
http://nationalsporting.org/

The 1936 Olympics:
http://www.ushmm.org/olympics/

North American Society for Sports History:
http://www.nassh.org

International Centre for Sports History and Culture:
http://www.dmu.ac.uk/research/research-faculties-and-institutes/art-design-humanities/icshc/international-centre-for-sports-history-and-culture.aspx

**Bibliographical**

**Section 1 (a): Pre-Modern Sport**
Brailsford, D., *Sport and Society: Elizabeth to Anne* (1969)

**Section 1 (b): Development of Modern Sport**

**Section 2: Sport and Class**

Holt, R., ed., *Sport and the Working Class in Modern Britain* (1990)
Moss, R. J., *Golf and the American Country Club* (2001)
Section 3: Sport and ‘Race’

Cashmore, E., Black Sportsmen (1982)
James, C. L. R., Beyond a Boundary (1963)
Keim, M., Nation-Building at Play: Sport as a Tool for Integration in Post-Apartheid South Africa (2003)
Krüger, A., “Once the Olympics are through, we’ll beat up the Jew” German Jewish Sport 1898-1938 and the Anti-Semitic Discourse, Journal of Sport History, 26; 2 (1999), 353-75
Levine, P., Ellis Island to Ebbetts Field: Sport and the American Jewish Experience (1992)
Ross, C. K., Outside the Lines: African Americans and the Integration of the National Football League (1999)
Simon, S., Jackie Robinson and the Integration of Baseball (2002)
Williams, J., Cricket and Race (2001)

Section 4: Sport and Gender

Cahn, S., Coming on Strong: Gender and Sexuality in Twentieth-Century Women’s Sport (1994)
Creedon, P. J., Women, Media and Sport: challenging gender values (1994)
Hargreaves, J., Sporting Females. Critical Issue in the History and Sociology of Women’s Sport (1994)
Jensen, E. N., Body by Weimar. Athletes, Gender, and German Modernity (2010)
Mangan, J. A. & Parks, R. J., eds., From ‘Fair Sex’ to Feminism: Sport and the Socialization of Women in the Industrial and Post-Industrial Eras (1987)
McCrone, K. E., ‘Class, Gender, and English Women’s Sport, c.1890-1914’, Journal of Sport History, 18: 1 (1991), 159-82
Roberts, S., A Necessary Spectacle: Billie Jean King, Bobby Riggs, and the Tennis Match that Levelled the Game (2005)

Section 5: Sport and Empire
Evans, M., ‘Patriot Games: Algeria’s Football Revolutionaries’, History Today, 60: 7 (July 2010), 42-4
Guha, R., A Corner of a Foreign Field: the Indian History of a British Sport (2002)
Section 6: Sport and the Totalitarian State
De Grazia, V., The Culture of Consent: mass organization of leisure in fascist Italy (1981)
Eisen, G., ‘Sport, the Body and the Totalitarian Mentality’, Journal of Sport History, 28, no. 3 (2001), 473-80
Kuper, S., Football against the Enemy (2003)
Large, D. C., Nazi Games: the Olympics of 1936 (2007)
Mandell, R. D., The Nazi Olympics (1971)
Martin, S., Football and Fascism: the National Game under Mussolini (2004)

Section 7: Sport and National Identity
Bueltmann, T., ‘Manly Games, Athletic Sports and the Commodification of Scottish Identity: Caledonian Gatherings in New Zealand to 1915’, Scottish Historical Review, 89 (2010), 224-47
Cronin, M., Sport and Nationalism in Ireland: Gaelic Games, Soccer and Irish Identity (1999)

**Section 8: Sport, Violence and ‘Sectarianism’**
O’Hara, J., ed., *Crowd Violence in Australian Sport* (1992) [LA84 website]

**Section 9: Sport, Money and Corruption**

**General Works**
Spivey, D., ed., *Sport in America: New Historical Perspectives* (Westport, CT, 1985)

**Cultural and Sociological Approaches**


**Education and Improvement**


McIntosh, P., *Physical Education in England since 1800* (1952)


**Individual Countries**


Individual Sports/Figures: Baseball
Honig, D., ed., Baseball when the Grass was Real (1975)
Honig, D., ed., Baseball Between the Lines. Baseball in the Forties and Fifties as told by the men who played it (1976)
Voigt, D. Q., American Baseball (3 vols, 1983)

Individual Sports/Figures: Boxing
Remnick, D., King of the World (1999)

Individual Sports/Figures: Football
Ball, P., Morbo: the story of Spanish football (2001)
Hesse-Lichtenberger, U., Tor! The Story of German Football (2003)
Walvin, J., The People’s Game: a social history of British Football (1975)
Walvin, J., Football and the Decline of Britain (1986)

Individual Sports/Figures: Various
Cayleff, S. E., Babe: the Life and Legend of Babe Didrikson Zaharias (1995)
Hutchison, R., Camanachd! The Story of Shinty (1989)
Williams, J., Cricket and England: A Cultural and Social History of the Inter-War Years (1999)
**International Politics**

**Leisure and Popular Culture**
Malcolmson, R. W., *Popular Recreations in English Society, 1700-1850* (1973)

**Media**
Rowe, D., *Sport, Culture and the Media: the unruly trinity* (1999)

**Religion**

**ASSESSMENT**
Assessment is based on seminar participation (10%), one primary source exercise (10%), one essay (c.2500 words) (30%) and the end-of-course examination (50%). Assessment will be according to the University’s Common Grading Scale (CGS).
Resit assessment is by one essay (c.3000 words) (40%) and one examination (60%). A new essay must be produced to count towards the resit assessment.

Feedback on all assessment should be timely and normally provided within a maximum of three working weeks (excluding vacation periods) following the deadline for submission of the assessment.

Click to view the University Level Descriptors (ANNEX A).
Click to view the University Assessment Scale Band Descriptors (ANNEX B).

PLEASE NOTE: In order to pass a course on the first attempt, a student must attain a Common Grading Scale (CGS) mark of at least E3 on each element of course assessment. Failure to do so will result in a grade of no greater than CGS E1 for the course as a whole.

ESSAYS
You are required to submit one essay (30% of the final assessment), which should be no more than 2,500 words in length (not including the bibliography and references or any tables, graphs, illustrations, etc.). Essays must include a bibliography and foot- or endnotes that conform to standard academic conventions. The deadline for the essay is 12 noon on Wednesday of Week 11 (25 November 2015). You will choose an essay topic and title in personal consultation with the course co-ordinator. Meetings to discuss essay topics will also allow you to discuss any issues you wish in relation to the course.

The scholarly apparatus used (bibliography and references) should conform to the History Department Referencing guide. This is available on MyAberdeen. It is important to note that your bibliography may only include material that you explicitly reference in the text of your essay. It should consist of at least twelve items, although this is very much a minimum and the more you use the more authoritative your essay is likely to be. Your essay must make use of suitable secondary source scholarship, and must also make use of at least two primary sources. If in any doubt about these requirements, or for help in techniques for finding useful sources, consult your tutor.

Good essays should:
- Critically weigh up a range of sources, primary and secondary
- Utilise a suitable scholarly apparatus (Foot- or endnotes and bibliography, properly formatted)
- Avoid a purely narrative approach
- Stick to the topic at hand, avoiding needless and irrelevant detail
- Demonstrate knowledge and understanding of the historical past
- Be clearly written
- Adopt a sensible structure that enables careful discussion of core themes
- Offer cogent and convincing interpretations of the topic being discussed
- Provide evidence to back-up points of interpretation
PRIMARY SOURCE EXERCISE
The primary source exercise (c.800 words) is due by 12noon on Wednesday 28 October. In this exercise you must discuss the historical value of two short primary source extracts (‘gobbets’) or images, from a selection which will be distributed by the course co-ordinator. The skills you will need to do this effectively will be worked on in the seminar sessions. You should seek not merely to describe the extract (or image) and the source it comes from, but also to highlight the usefulness and significance of the extract (or image) from the viewpoint of historical analysis. This exercise is intended to provide valuable practise in dealing with primary source materials.

ASSESSMENT DEADLINES
Primary source exercise: 12noon on Wednesday 28 October
Assessed Essay: 12 noon on Wednesday 25 November

SUBMISSION ARRANGEMENTS
The Department requires ONE official electronic copy submitted by the deadline plus ONE paper copy of all assignments with the TurnitinUK receipt, attached as follows:

Electronic Copy: One copy submitted through Turnitin via MyAberdeen.
Hard Copy: One hard copy with the Turnitin receipt attached together with an Assessment cover sheet, typed and double spaced – this copy should have your ID number CLEARLY written on the cover sheet, with NO name and NO signature but EVERYTHING ELSE filled in – and should be delivered to the History Department [Drop-off boxes located in CB008, 50-52 College Bounds].

Please note: Failure to submit both to Turnitin, and also one identical hard copy with the Turnitin receipt attached will result in a deduction of marks. Failure to submit to Turnitin will result in a zero mark.

EXAMINATION
The examination will last for three hours and students must answer three out of twelve questions. There will be detailed preparation for the examination throughout the course. General guidance on examinations can be found in the Student Handbook.

Past exam papers can be viewed at http://www.abdn.ac.uk/library/learning-and-teaching/for-students/exam-papers/.