

LET THE GAMES BEGIN! : AMERICAN SPORTS POETRY

ENG 199: American Sports Poetry
CRN: 16800
Fall 2014
MWF 11:00-11:50
101 Volcanology Building

Instructor: Corbett Upton
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Hours: M F 12:00-2:00
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Course Description: Throughout the nineteenth and twentieth centuries, American poets have turned to popular (and not so popular) sports as subjects and figures to express themes of human achievement, love, struggle and suffering, deep philosophical and spiritual contemplation, and public life. Moving chronologically, this course will examine sports poetry and the role of sports in public and private life in the United States as expressed by American poets. Some questions we will examine are: How do sports lend themselves to poetic contemplation? How do sports poems address questions about race, gender, class, sexuality, and the nation? How do sports and sports poems participate in discourses about equality and discrimination? How have the concerns of sports poems changed over time?

Course Objectives: By the end of this course, you will not only have improved your understanding of American poetry and poetic form and the ever increasing presence of sports in American life, you will also be able to examine written texts more critically. You will be able to compose, format, and revise short and long college-level analytical essays. You will be able to effectively participate in and facilitate discussions. This course is designed to help you attain core competencies to succeed in the college classroom.

Required Texts:

Regular access to CANVAS—all course readings are posted on CANVAS.

Check your UO email account daily.

Recommended: A good dictionary and a guide to MLA format. Active reading will require marking significant passages. Plan to access texts accordingly.

Assignments and Grading:

Attendance and Participation	10%
Creative Work	5%
Daily Assignments	5%
Leading Discussion	10%
Quizzes	5%
Recitation	5%
Writing Assignment #1	15%
Writing Assignment #2	20%
Writing Assignment #3	25%

Attendance and Participation: Punctual, regular attendance is a requirement for this class. You are allowed three absences; each subsequent absence lowers your final grade by 1 step (A to A-, B+ to B, C to C-, etc.). You must be prepared to discuss the reading assignment on the day it is due and to participate in a respectful and lively discuss. Be prepared to read assigned texts closely, share your ideas and ask questions of your peers and your instructor.

Assignments:

Reading Assignments: All **readings** are due by the beginning of the class time indicated on the course schedule attached to this syllabus. You are responsible for printing all Blackboard readings and bringing them to class on the days they are due. Failure to bring the appropriate texts to class on the assigned days will affect your participation grade.

Writing Assignments: All **writing** assignments are due at the beginning of class on the due date listed in the course schedule attached to this syllabus. I am happy to help you in advance of the due date on any assignment. All written work will be graded for form as well as content, so be sure to get help on writing and essay form (including grammar) in plenty of time if you need it. English classes are writing intensive and expect you to write at your best and use writing assignments to demonstrate and improve your writing skills. Refer to the “Essay Checklist” at the end of this document for formatting guidelines. You should also take advantage of the *Teaching and Learning Center’s* Drop-In Writing Lab (72 PLC): <http://tlc.uoregon.edu/subjects/writing/>.

Creative Work: Each week you will complete an in-class creative writing exercise. Over the course of the term, you will compose three poems that relate to sport in some way (i.e. poems informed or inspired by sport), using three forms from the following list: ballad, sonnet, blank verse, traditional form of your choice, free verse or any other form you choose (or invent).

Daily Assignments: For each reading assignment, write one informal paragraph (at least 3-5 sentences) that asks and attempts to answer a question you have about the reading. Keep these questions in a notebook, and bring them to class with you each day. You may miss one written question without penalty.

I will call on you in class to read these questions aloud, and they will serve as the springboards for our discussions. If I call on you, and you are unprepared, you will lose participation points.

Discussion Leaders: With a partner, you will be responsible for leading class discussion once during the term. This assignment consists of three parts: (1) Before your discussion, thoroughly read the material you will be discussing, meet with your partner and formulate at least six questions you would like the class to discuss; (2) On the day of your discussion, you will facilitate class discussion and turn in a list of questions; (3) After your discussion, you will submit a brief 200 word discussion reflection. See “Discussion Leader Guidelines” on Blackboard. You must attend class on the day of your scheduled discussion. No make-ups will be allowed. A sign-up sheet will be circulated during the first week of class.

Peer Support: An important part of your coursework in this class will include peer support. You will thoroughly read and respond to your classmates’ work during in-class workshops. If you neglect to bring the required copies on the day of peer review, you will not receive the participation points for that class period. More guidelines will be given as the quarter progresses.

Reading Quizzes: An unspecified number of quizzes will be given throughout the term. These quizzes will ask questions specific to the reading assignments and literary terms for the day or previous days. All quizzes are “take-home” and will be due the following class period. There are no make-ups: late quizzes will not be accepted.

Poem Memorization and Recitation: Your task for this assignment is to choose a poem from the course’s reading list that is at least 14 lines long, memorize it, recite it to me during office hours and discuss your interpretation of it. Recitations must occur during the week the poem is assigned. A sign-up sheet will be circulated during the first week of class. More guidelines and suggestions are posted on Blackboard (“Preparing Recitations”).

Extra Credit: You will notice several activities outside class time listed in the course schedule. The purpose of attending these events is to introduce you to the UO and surrounding community and enrich the course content. You are not required to attend these events. You will receive extra credit points added to your final “attendance and participation” grade for attending these events.

Policies:

Accommodation: If you have a documented disability and anticipate needing accommodations in this course, please arrange to meet with me soon, and request that an AEC Advisor send a letter outlining your approved accommodations. Accessible Education Center: uoac@uoregon.edu, (541) 346-1155, <http://aec.uoregon.edu>.

Mandatory Reporting Policy: The UO is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. Any UO employee who becomes aware that such behavior is occurring must report that information to the Office of Affirmative Action and Equal Opportunity: (<http://aaeo.uoregon.edu/>).

The University Health Center and University Counseling and Testing Center provide assistance to and have a greater ability to work confidentially with students.

Academic Honesty: Please review the University policy regarding academic honesty (in *Schedule of Classes*), which will be strictly enforced in this class. If you plagiarize or cheat, you will automatically fail the course.

Use of Electronic Devices: Cell-phone use during class is prohibited. Turn off cell phones and music during class. Laptops and tablets for note taking are permitted. Students using laptops and tablets must sit in the front of the lecture hall or next to the instructor during discussions. Texting or surfing the web during class time is distracting and disrespectful to your instructor and your classmates. Students who violate this policy will be asked to leave lecture or marked as “absent (unexcused)” for the class in question; final grades will be negatively impacted.

Late Work & Incompletes: No late assignments will be accepted (unless you’ve made arrangements with me well in advance of the due date). Incompletes will be given for documented medical emergencies only.

Broken Printers & Computer Crashes: These things happen. However, you should always back up your files. If your computer crashes and you are unable to produce a copy of your work before the beginning of class, your paper will be late. If your printer breaks and you are unable to produce a copy of your work before the beginning of class, e-mail it to me. Do not submit it via attachment; simply paste it into the body of the e-mail. This will not take the place of a hard copy. You must produce a hard copy and deliver it to my office no later than the next day. Remember, your e-mailed paper must arrive before the beginning of class or it will be considered late.

Course Schedule:

Note: All writing and reading assignments are due on the day listed. This schedule is subject to change.

Week 1: *Sports and Poetry in the Colonial and Early National Period*

M	9/28	Introduction, American Poetry, Sports in American Life, American Sports Poetry.
W	9/30	Poems: Anne Bradstreet, “The Flesh and The Spirit”; Edward Taylor, “Meditation. 1 Joh. 2.2. He is a Propitiation for Our Sin”
F	10/2	Poems: Edgar Allan Poe, “The Coliseum” Poetic Form: Forms

Explore UO sports: Ducks All Sports Schedule: <http://www.goducks.com/SportSchedule.dbml>

Week 2: *American Romanticism and Frontier and Backcountry Sport*

M	10/5	Poems: Wm. Cullen Bryant, “Inscription for the Entrance to a Wood” and “My Autumn Walk” Poetic Form: Meter
W	10/7	BreakBeat Poets Workshop: Class meets in EMU Maple room at 11:00. Must bring ticket to gain admission.
F	10/9	Poems: Lydia Sigourney, “To a Shred of Linen”; Henry Wadsworth Longfellow, “The Arrow and the Song”; Frances Sargent Osgood, “A Dancing Girl” Poetic Form: Figurative Language

Week 3: Antebellum Health Reforms, Modern Sport, and the American Renaissance

- M 10/12 **Poems:** Epes Sargent, “The Heart’s Summer”; Walt Whitman, “I Sing the Body Electric”
Poetic Form: Speakers
- W 10/14 **Poems:** John Greenleaf Whittier, “The Barefoot Boy”; Frederick Goddard Tuckerman, “As when, down some broad river dropping, we”
Poetic Form: Sound
- F 10/16 **Poems:** Emily Dickinson, “[I Cannot Dance Upon My Toes]”
In-class: Writing Assignment #1 Assignment description

Explore UO club sports: <https://clubsports.uoregon.edu>

Week 4: Americanism, Modernism, and Progressive Era Games

- M 10/19 **Poems:** Oliver Wendell Holmes, “Nearing the Snow-Line”; Sara Orne Jewett, “A Country Boy in Winter”; James Whitcomb Riley, “The Old Swimmin’-Hole”
- W 10/21 **Poems:** Ernest Lawrence Thayer, “Casey at the Bat: A Ballad of the Republic, Sung in the Year 1888”; Maurice Thompson, “A Flight Shot”;
Peer Review: bring 1 copy of Writing Assignment #1 to class.
- F 10/23 **Poems:** Richard Henry Stoddard, “The Flight of the Arrow”
Due: Writing Assignment #1

Explore UO Poetry Slam: <http://english.uoregon.edu/undergraduate/euo/uopoetryslam>

Week 5: Americanism, Modernism, and Progressive Era Games (cont.)

- M 10/26 **Poems:** Ednah Proctor Clark, “The Dancer”; Charles H. Crandall, “The Cycle”; Arlo Bates, “The Conquered”; “Charge of the Lightning Maids”; Ethel De Koven, “Basket-Ball at Bryn Mawr”; Paul Laurence Dunbar, “Nutting Song” and “A Boy’s Summer Song”
- W 10/28 **Poems:** Edward Sanford Martin, “Thirty Years Ago,” “The Strenuous Life”; William Hamilton Cline, “The Glory of the Game”; Cornelia Gould “The Dive”; “To a Maid of Thirteen”; Isabella Campbell, “The Lament of the Unathletic Maiden”; Jack Norworth, “Take Me Out to the Ball Game”
- F 10/30 **Poems:** Amy Lowell, “A Winter Ride” Lew Sarett, “To a Wild Goose Over Decoys”; John Gould Fletcher, “The Skaters”; Carl Sandburg, “Hits and Runs”
Terms: imagism

Week 6: Americanism, Modernism, and Progressive Era Games (cont.)

- M 11/2 **Poems:** Dorothy Parker, “Hymn of Hate: College Boys”; Mary Effie Lee Newsome, “Quoits”; Sterling Brown, “Checkers”
- W 11/4 **Poems:** William Carlos Williams, “At the Ball Game”; Muriel Rukeyser, “Target Practice,” “Boys of these Men Full Speed”; Elizabeth Bishop, “The Fish”; Kenneth Rexroth, “Strength Through Joy”
- F 11/6 **Poems:** Maxine Kumin, “To Swim, To Believe”
In-class: Writing Assignment #2 Assignment description

Week 7: Sport and Civil Rights, Sports as TV Spectacle, Postwar Formalism, Black Arts Movement

- M 11/9 **Poems:** Sylvia Plath, "The Goring"; Gwendolyn Brooks, "We Real Cool"; Marianne Moore, "Baseball and Writing"
- W 11/11 **Poems:** Robert Hayden, "The Diver"; Theodore Roethke, "The Pike"
Peer Review: bring 1 copy of Writing Assignment #2 to class.
- F 11/13 **Poems:** Muhammad Ali, "Boxing Poem," "I am the Greatest" and "Clay Comes out to Meet Liston"; Amiri Baraka, "Note to America"
Due: Writing Assignment #2

Week 8: Athletic Icons, Poetic Mythification and TV Spectacle, Title IX, and Cultural Identity.

- M 11/16 **Poems:** Louise Glück, "The Racer's Widow"; Randall Jarrell, "Say Goodbye to Big Daddy"
- W 11/18 **Poems:** James Dickey, "For the Death of Vince Lombardi"; Norman Dubie, "The Death of the Race Car Driver"; Adrienne Rich, "Transit"
- F 11/20 **Poems:** Amy Clampitt, "Dancers Exercising"

Week 9: Corporate Sporting Culture, Collegiate Athletics and Academics, and Identity (cont.)

- M 11/23 **Poems:** Michael S. Harper, "Makin' Jump Shots," "Archives" and "Homage to the Brown Bomber"; Cynthia Macdonald, "The Lady Pitcher"
- W 11/25 **Read:** James Earl, "Weird About Sports: Football's Lessons Contradict Higher Education"; Greg Bishop, "Oregon Embraces 'University of Nike' Image"
Guest Speaker: UO Emeritus Professor of English James Earl on academics and athletics.
- F 11/27 **No Class. Fall Break.**

Week 10: Identity (cont.), and The Era of Globalized Sport and Sports Poetry as a Genre

- M 11/30 **Poems:** Gary Soto, "Black Hair," Erik Chock, "The Bait"; Yusef Komunyakaa, "Slam, Dunk, & Hook"; Sherman Alexie, "Penance," "Why We Play Basketball" and "Defending Walt Whitman"
In-class: Writing Assignment #1 Assignment description
- W 12/2 **Poems:** Kim Addonizio, "Event" and "Late Round"; Lillian Morrison, "The Women's Team at L. Mamberger & Co.," "The Sprinters"; Connie Wanek, "Jump Rope"; Jay-Z, "Brooklyn (Go Hard)"
- F 12/4 **Conclusions.**
DUE: Daily Assignments
Peer Review: bring 1 copy of Writing Assignment #3 to class.

Finals Week

- M 12/7 **DUE:** Writing Assignment #3 in 375 PLC by 12:00pm

Essay Checklist

The following list is meant to assist you in formatting your essays to my specifications. Failure to comply with these specifications will result in lost points from your final grade for that essay.

Your essay must be:

- 1) Typed and of the appropriate length for the assignment
- 2) Double Spaced with one-inch margins
- 3) Stapled
- 4) In Times or Times New Roman 12-point font
- 5) Upper left corner of 1st page:
 - a) Name
 - b) Dr. Upton
 - c) ENG 199
 - d) Writing Assignment #3
- 6) Last name and page number in upper right corner of following pages (e.g. Your Last Name 4)
- 7) Document your sources & use correct citation form (MLA format for this course)
- 8) Proofread and spell-check