

OHIO STATE NEW COURSE REQUEST

College: EDUCATION AND HUMAN ECOLOGY

Academic unit : SCHOOL OF PHYSICAL ACTIVITY AND EDUCATIONAL SERVICES Book 3 Listing: EDU PAES

(e.g., Portuguese)

Proposed

Course No: 210

Full Title of Course HISTORY OF SPORT, PHYSICAL CULTURE AND THE BODY IN NINETEENTH-CENTURY AMERICA

Proposed Effective Qtr/Yr: SU AU WI SP (See OAA Academic Organization and Curriculum Handbook for Deadlines)

YEAR: 2008

(See OAA Academic Organization and Curriculum Handbook for Deadlines)

A. Course Offerings Bulletin Information. Follow instructions in the OAA Academic Organization and Curriculum Handbook.

Is this a course with decimal subdivisions? If so, use one New Course Request form for the generic information that will apply to all subdivisions. Use separate forms for each new decimal subdivision, including on each form only the information that is unique to that subdivision.

18-Character Transcript Abbreviation:

Level U G P

Credit Hours:

05

Description (*not to exceed 25 words*): Explores intersection of sport and society in 19th century America. Looks at influences of modernity; economics, class, race, gender, ethnicity; religion, intellectual and scientific thought

Quarter offered (*check*): SU AU WI SP *Distribution of class time/contact hours: 5 1 hr cl. Quarter and contact/class time hours information should be omitted from Book 3 publication: (check here)

Prerequisite (s): none

Exclusion or limiting clause: none

Repeatable to a maximum of n/a_ credit hours.

Cross-listed with: N/A

Grade Option (Please check): Letter S/U Progress

If this course is Progress graded, what course is the last one in the series?

Honors Statement: Yes No

GEC: Yes No

Admission Condition

Off-Campus: Yes No

EM: Yes No

Course: Yes No

Embedded Honors Statement: Yes No

Service Learning Course*: Yes No

*To learn more about this option, please visit <http://artsandsciences.osu.edu/currofc/>

Other General Course Information:

(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

Subject Code 130901

Subsidy Level (V, G, T, B, M, D, or P) G

(If you have questions please email Jed Dickhaut @ dickhaut.1@osu.edu)

Will course be taught in distance learning format: Yes No

B. General Information:

1. Provide the rationale for proposing this course:

This course is part of a proposed two sequenced GEC class - HISTORY OF SPORT, PHYSICAL CULTURE AND THE BODY IN AMERICA (one class focuses on the 19th century; the other on the 20th century). . These courses are premised on the belief that tapping into students interest in sport offers a more palatable vehicle to have them examine a variety of themes related to the broader societal, cultural and economic alterations America experienced during these two centuries. This procedure is and has been employed with much success at colleges and universities nationwide. More specifically, through an examination of how sport and the body intersect with the larger society student will be introduced to a host of significant nineteenth century American themes (e.g. urbanization; the second Great Awakening; shifting notions of gender; nationalism; Darwinistic thought and the rise of the University) in a manner which makes this topic more relevant to their academic interests.

2. List Major/Minor affected by the creation of this new course. Attach revisions of all affected programs.
 This course is (check one) Required Elective Other (Explain) Encouraged

* If the course offered is less than quarter, term, or semester, please also complete the Flexibly Scheduled/Off Campus/Workshop Request form.

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.
 We will be dropping PAES 410 once 210 & 211 are approved. We do not want to withdraw 410 until 210 & 211 are both approved because 410 is currently a requirement for our major students. 210 & 211 will be taking the place of 410 once approved.

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes No List: EDU PAES 211 History of Sport, Physical Culture and The Body in Twentieth Century America

5. If this course is part of a sequence, list the number of the other course(s) in the sequence:
 EDU PAES 211 History of Sport, Physical Culture and The Body in America in Twentieth Century America. This course will be a sequence for our PAES major students.

6. Expected section size: 40 Proposed number of sections per year 4:

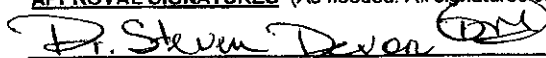

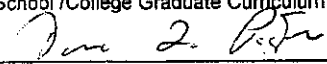

7. Do you want prerequisites enforced electronically? (See OAA Curriculum Manual for what can be enforced.) Yes NO

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (List units and attach letters and/or forms): Not Applicable

History Department

9. Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA Curriculum Handbook.

APPROVAL SIGNATURES (As needed. All signatures on lines in ALL CAPS (e.g. ACADEMIC UNIT) must be completed)

	Steven Devore	12/18/07
Academic Unit Undergraduate Studies Committee Chair (Undergraduate course)	Printed Name	Date
Academic Unit Graduate Studies Committee Chair (Undergraduate/Graduate course)	Printed Name	Date
	Holden Jackson	3/10/08
School /College Undergrad Curriculum Committee (Undergraduate/Graduate course)	Printed Name	Date
School /College Graduate Curriculum Committee (Undergraduate/Graduate course)	Printed Name	Date
	Denise L. Pistorio	12-27-07
ACADEMIC UNIT CHAIR /SCHOOL DIRECTOR	Printed Name	Date
	Sandra Swift	3/10/08
COLLEGE DEAN	Printed Name	Date
Graduate School (If Appropriate)	Printed Name	Date
ASC Curriculum Committee Chair (If Appropriate))	Printed Name	Date
University Honors Center (If Appropriate)	Printed Name	Date
Office of International Education (study tour only)	Printed Name	Date
ACADEMIC AFFAIRS	Printed Name	Date

**The Ohio State University
College of Education and Human Ecology
School of Physical Activity & Educational Services
Autumn 2008
M-F 10-1048a**

Melvin L. Adelman
A246 PAES Building
Associate Professor
Coordinator of Sport Leadership/Sport Humanities Undergraduate Strand

688-4027
adelman.1
office hours TR 1:00-2:00

EDU PAES 210

HISTORY OF SPORT, PHYSICAL CULTURE AND THE BODY IN NINETEENTH-CENTURY AMERICA

Explores intersection of sport and society in 19th century America. Looks at influences of modernity; economics; class, race, gender, ethnicity; religion intellectual and scientific thought

5 hour class

***U 5** - 5 1hr. classes; no prerequisites; A, W, S

OBJECTIVES

1. Following the successful completion of this course the student will understand how the examination of sport, physical culture and the changing concept of the body in the 19th century America provide a lens through which s/he can simultaneously explore the social, cultural, economic, demographic, religious, intellectual and scientific alterations Americans experienced in this century.
2. Following the successful completion of this course the student should be able to think more critically about historical issues and the historical process and to learn to read and interpret historical information for him/her self.
3. Following the successful completion of this course the student should better understand how the confluence between societal influences and human actors contoured changes in the structure of sport and altered attitudes towards sport, physical culture and the body.
4. Following the successful completion of this course the student should understand how individuals and social groups brought and extrapolated multiple meanings from their engagement in sport and physical culture and from their different social constructions of the body.
5. Following the successful completion of this course the student should be able to understand how sport, physical culture and body image is another area in America that was "contested terrain" (appreciate the meaning of this construct) among various social groups and to have them think more thoughtfully on how shifting power relations influenced how we came to envision what constitutes sport and the proper concept of the body.

REQUIRED READINGS

Benjamin G. Rader, *American Sports: From the Age of Folk Games to The Age of Televised Sports* (Upper Saddle NJ: Prentice Hall, 2004).

Melvin L. Adelman, *A Sporting Time: New York City and the Rise of Modern Athletics, 1820-70* (Urbana: University of Illinois Press, 1986).

Michael Oriard. *Reading Football: How the Popular Press Created an American Spectacle* (Chapel Hill: University of North Carolina Press, 1993).

Zip Package.

BIBLIOGRAPHY

Adelman, Melvin L. "Baseball, Business and the Work Place: Gelber's Thesis Reexamined," *Journal of Social History*, 23 (1989): 285-301.

Alexander, Charles C. *Our Games: An Average Baseball History* (New York: Henry Holt and Co. 1991)

Baker, William J. *Sports in the Western World* (Totowa, N.J.: Rowan & Littlefield, 1982).

Bederman, Gail. *Manliness and Civilization: A Cultural History of Gender and Race in the United States, 1880-1920* (Chicago: University of Chicago Press, 1995)

Betts, John R. "Mind and Body in Early American Thought," *Journal of American History* LIV (1968): 787-805.

Block, David. *Baseball before we knew it: a search for the roots of the game*. Lincoln: University of Nebraska Press, 2005.

Breen, Timothy H. "Horses and Gentlemen: The Cultural Significance of Gambling Among the Gentry of Virginia," *William and Mary Quarterly*, 34 (1977), 329-47.

Borish, Linda. "Farm Females, Fitness and the Ideology of Physical Health in Antebellum New England," *Agricultural History* 64 (1990): 17-30.

Borish, Linda, " 'A Fair Without the Fair is no Fair At All': Women at the New England Agricultural Fair in the Mid-Nineteenth Century," *Journal of Sport History* 24 (1997): 155-76.

Casway, Jerrold. *Ed Delahaney in the Emerald Age of Baseball* (Notre Dame Ind.: University of Notre Dame Press, 2004).

Charlston, Jeffrey A. "Disorganized and Quasi Official but Eventually Successful: Sport in the U.S. Military, 1814-1914," *International Journal of History of Sport* 19 (2002):70-88.

Dorsett, Lyle W. *Billy Sunday and the Redemption of Urban America* (Macon, Ga.: Mercer University Press, 2004)

Doyle, Andrew. "Foolish and Useless Sport: The Southern Evangelical Crusade Against Intercollegiate Football," *Journal of Sport History* 24 (Fall 1997): 317-340.

Fabian, Ann. *Card Sharps, Dream Books & Bucket Shops: Gambling in 19th-Century America* (Ithaca, NY: Cornell University, 1990).

Gelber, Steven M. "Working at Play: The Culture of the Work Place and the Rise of Baseball," *Journal of Social History* 16 (1983): 3-20.

Gelber, Steven M. "'Their Hands Are All Out Playing': Business and Amateur Baseball, 1845-1917," *Journal of Sport History* 11 (1984): 5-27.

Gildea, Dennis. "'Cross-Counter': The Heenan-Morrissey Fight of 1858 and Frank Queen's Attack on the 'Respectable Press'." *Colby Quarterly* 32 (March 1996): 11-22.

Goldstein, Warren. *Playing For Keeps: A History of Early Baseball* (Ithaca, NY: Cornell University Press, 1989).

Gorn, Elliott. *The Manly Art: Bare-Knuckle Prize Fighting in America* (Ithaca, N.Y.: Cornell University Press, 1986).

Gorn, Elliot J. "'Gouge and Bite, Pull Hair and Scratch': The Social Significance of Fighting in the Southern Backcountry," *American Historical Review* 90 (1985): 18-43.

Guttman, Allen, *Women's Sports: A History* (New York: Columbia University Press, 1991).

Guttman, Allen. *A Whole New Ball Game: An Interpretation of Modern Sport* (Chapel Hills: University of North Carolina Press, 1988).

Hamburger, Susan. "Jimmy Winkfield; The 'Black Maestro' of the Racetrack," in David K. Wiggins, ed. *Out of the Shadows: A Biographical History of African American Athletes* (Fayetteville: University of Arkansas Press, 2006), 7-20.

Hardy, Stephen. *How Boston Played: Sport, Recreation and Community, 1865-1914* (Knoxville: University of Tennessee Press, 2003)

Kirsch, George. *The Creation of American Team Sports: Baseball & Cricket, 1838-72* (Urbana: University of Illinois Press, 1989).

Levine, Peter. *A.G. Spalding and the Rise of Baseball: The Promise of American Sport* (New York: Oxford University Press, 1985).

Levine, Peter. *American Sport: A Documentary History* (Englewood Cliffs, N.J.: Prentice Hall, 1989).

Lomax, Michael. *Black Baseball Entrepreneurs, 1860-1901: Operating By Any Means Necessary* (Syracuse: Syracuse University Press, 2003).

Moore, George. "Ideology on the Sport Page: Newspapers, Baseball and Ideological Conflict in the Gilded Age," *Journal of Sport History* 22 (1996): 228-55

Morant, Regina. "Making Women Modern: Middle Class Women and Health Reform in 19th Century America," *Journal of Social History*, 10 (1975): 490-507.

Mrozek, Donald. *America's Sporting Mentality, 1880-1910* (Knoxville:University of Tennessee, 1984).

Ownby, Ted. *Subduing Satan: Religion, Recreation, and Manhood in the Rural South, 1865-1920* (Chapel Hills: University of North Carolina Press, 1990)

Park, Roberta J. "Embodied Selves: The Rise and Development of Concern for Physical Education, Active Games and Recreation for American Women," *Journal of Sport History* 5 (1978):5-41.

Park, Roberta J. "Muscle, Mind, and Agon: Intercollegiate Debating and Athletics at Harvard and Yale," *Journal of Sport History*, 14 (1987): 263-285.

Putney, Clifford. *Muscular Christianity: Manhood and Sports in Protestant America, 1880-1920*. Cambridge, Mass.: Harvard University Press, 2001

Riess, Steven A. Sport and the Redefinition of American Middle-class Masculinity," *International Journal of the History of Sport* 8(1991): 5-27.

Riess, Steven A. *Sport in Industrial America, 1850-1920* (Wheeling, Ill.: Harlan Davidson, 1995).

Ritchie, Andrew. "Marshall 'Major' Taylor,: The Fastest Bicycle Rider in the World," in David K. Wiggins, ed. *Out of the Shadows: A Biographical History of African American Athletes* (Fayetteville: University of Arkansas Press, 2006), 21-37.

Seymour, Harold. *Baseball: The Early Years* (New York: Oxford University Press, 1960)

Shattuck, Debra A. "Bats, Balls and Books: Baseball and Higher Education for Women at Three Eastern Women's Colleges, 1866- 1900," *Journal of Sport History*, 19 (1991): 91-109.

Sheehy, Colleen J. "American Angling: The Rise of Urbanism and the Romance of the Rod and Reel," in Kathryn Grover, ed., *Hard at Play, Leisure in America, 1840-1940* (Amherst: University of Massachusetts Press, 1995): 77-90.

Smith, Ronald A. *Sport and Freedom: The Rise of Big-Time College Athletics* (New York: Oxford University Press, 1988).

Somers, Dale A. *The Rise of Sports in New Orleans 1850-1900* (Baton Rouge: Louisiana State University Press, 1972).

Struna, Nancy "The Economic and Ideological Grounds for the Gendering of Sport in Early America," *Stadion* 21 (2001):1-11.

Struna, Nancy, "Sport and the Awareness of Leisure." In Cary Carson, Ronald Hoffman, and Peter Albert, eds., *Of Consuming Interests: The Style of Life in the Eighteenth Century* (Charlottesville: University Press of Virginia, 1994), 406-43.

Verbrugge, Martha H. *Able-Bodied Womanhood: Personal Health and Social Change in Nineteenth-Century Boston* (New York: Oxford University Press, 1988).

- Vertinsky, Patricia. *Eternally Wounded Women: Women, Exercise and Doctors in the Late Nineteenth Century* (Manchester: Manchester University Press, 1990).
- Vertinsky, Patricia. *The Eternally Wounded Women: Women, Doctors, and Exercise in the Late Nineteenth Century* (Manchester: Manchester Press, 1989)
- Voigt, David Q., *American Baseball: From Gentleman's Sport to the Commissioner System* (Norman: University of Oklahoma Press, 1966)
- Walkowitz, Daniel J., eds., *Working Class America: Essays on Labor, Community and American Society* (Chicago: University of Illinois Press, 1983).
- Watterson, John. *College Football: History, Spectacle, Controversy* (Baltimore: Johns Hopkins University Press, 2000).
- Whorton, James C. *Crusaders for Fitness: The History of American Health Reformers* (Princeton: Princeton University Press, 1982).
- Wiggins, David K. "Peter Jackson and the Elusive Heavyweight Championship: A Black Athlete's Struggle Against the Late Nineteenth Century Color-Line," *Journal of Sport History* 12(1985): 143-68.
- Wiggins, David K. "Isaac Murphy: Black Hero in Nineteenth Century American Sport, 1861-1896," *Canadian Journal of the History of Sport and Physical Education* 10 (May 1979): 15-40.
- Wiggins, David K. ed. *Out of the Shadows: A Biographical History of African American Athletes* (Fayetteville: University of Arkansas Press, 2006).
- Wong, John. *Lords of the Rinks: The Emergence of the National Hockey League, 1875-1936* (Toronto: University of Toronto Press, 2005).
- Zang, David W., *Fleet Walker's Divided Heart* (Lincoln: University of Nebraska Press, 1995).

***Grading Plan**

Attendance, Preparation, & Participation

200 points

For each class attended you will receive 2 points. Those entering late will receive no points so be on time. There are no excused absence, but if there is a valid (I am the sole arbiter of what is valid) reason why you can't make up a class you can regain the lost points by doing an additional reading assignment related to the class. (usually an additional article.

There will be 100 points for class participation. Your share of this amount will be based on the degree of your engagement in the discussions, questions raised. While silence may be golden, this is not the place for it. However, it is the quality of your participation that counts not the frequency of your voice.

Examinations

500 points

There will be two essay examinations. The midterm is worth 200 points and the final exam is worth 300 points. Each exam is designed to see whether you have done the readings and how effectively and in detail you are able to integrate, synthesize and analyze the lectures, class discussions, and readings.

Grading Rubric

A exam: greatly exceeds the simple standards of the exam, showing substantial depth of insight, creativity, research, and an excellent level of argumentation.

- clear organization reflective of and appropriate to nature of argument. Language is used in a way that moves the reader easily from examples to analysis to conclusions
- argument is consistently clear, carefully developed, and extensively supported by a variety of evidence.
- delivery is entirely free of significant errors and has clear evidence of very careful editing.

B exam: exam questions answered well

- clear organization which reflects a consistent strategy
- argument is clear, well-developed, and supported with strong evidence
- delivery is entirely free of significant errors and has clear evidence of editing.

C exam: exam question answered adequately

- has a clear structure and organization, including a thesis
- argument is clear and supported with documented evidence.
- delivery is largely free of significant errors and paper shows evidence of good editing

D exam: exam question answered inadequately

- lacks a clear structure or maintains it inconsistently
- argument is present but lacks adequate evidentiary support.
- delivery has significant errors.

E exam: fails to reach any acceptable standard

CLASS PAPER

300 POINTS

The paper will be 5-7pp. in length and will most likely involve critical thinking about one or more of the assigned readings.

Grade Structure based on total number points available at end of quarter:

940-1000 points= A
 900 – 939 points= A-
 870 – 899 points= B+
 835- 869 points= B
 800- 834 points= B
 770- 799 points = C+
 735- 769 points = C
 700- 734 points = C-
 670- 699 points = D+

600- 669 points = D
 599 and below = E

***Topical Outline - Schedule of Topics, Readings, Assignments – Including assignment due dates, exam dates, and final exam date and time**

WEEK ONE: SPORT IN COLONIAL AMERICA

1. Introduction
2. Sport and on the Eve of Colonialization
3. Sport and the legacy of the Protestant Reformation
4. Sport in Puritan England
5. Sport in colonial America

WEEK TWO: BEGINNINGS OF MODERN SPORT

1. Sport and Antebellum America
2. The City and the Beginnings of Modern Sport
3. Sport and the new Urban Space
4. Sport and the restructured social organization
5. Sport and new journalistic forms

WEEK THREE: THE CREATION OF THE NEW IDEOLOGY OF SPORT

1. Sport and the Health Movement in Antebellum America
2. Biology, the Body and Sport
3. Sport and the changing Face of American Religion
4. Sport and Gender: Making Boys Men
5. Sport and Gender: Sport and the Victorian Women

WEEK FOUR: ANTEBELLUM SPORT AND PHYSICAL CULTURE

1. Racing Sports, Regionalism and Class
2. Sport and Nationalism: Beating John Bull and Symbolism in Sport
3. Boxing and the Working Class
4. The Black Experience in Sport: Sport on the Plantation
5. The Beginnings of Physical Culture in America

WEEK FIVE: THE MAKING OF A NATIONAL PASTIME

1. Ballgames and the Failure of the English Sport - Cricket
2. The Beginnings of Baseball, 1845-1860
3. The Professionalization of Baseball in the Civil War Decade
4. Baseball and American Culture
5. MIDTERM EXAMINATION

WEEK SIX: SPORT AND INDUSTRIALIZATION

1. Economic Growth and the Nationalization of Sport. 1870-1900
2. Voluntarism, the athletic club and the Search for Community
3. Amateur Sport and American Democracy
4. Sport and the Machine Metaphor
5. John L. Sullivan, Ethnicity and Sport

WEEK SEVEN: PROFESSIONAL SPORT

1. Baseball and Business in the Gilded Age
2. Baseball and the Construction of the Organizational Model of Pro Sport in America
3. Black Baseball in Jim Crow America
4. Politics, Pugilism and other Professional Sports
5. The Nationalization of Sport: Sports Entrepreneurs and the Sporting Good Industry

WEEK EIGHT: COLLEGE SPORT

1. The Beginnings of College Sport
2. College Sport and the New American University
3. College Football: An American Spectacle
4. The Press and the Multiple Narratives of College Football
5. Sport and the College Women

WEEK NINE: SPORT AND THE NEW SCIENCE

1. Sport and the Darwinistic World View
2. The New Science and the Culture of the Body
3. The Measurement and Mismeasurement of Men and Women
4. Sport and the Eternally Wounded Women
5. Dudley Sargent and the Beginnings of Physical Education

WEEK TEN: SPORT AT THE TURN OF THE CENTURY

1. Billy Sunday, Sport and the Changing Face of Protestantism
2. Frank Merriwell, the Dime Novel and the Sports Hero
3. The Bicycle in the Gay Nineties
4. America Goes to the First Modern Olympics
5. The Meanings of Sport in America at the End of the Nineteenth Century

READINGS

Benjamin G. Rader, *American Sports: From the Age of Folk Games to the Age of Televised Sports* (Upper Saddle NJ: Prentice Hall, 2004).

Melvin L. Adelman, *A Sporting Time: New York City and the Rise of Modern Athletics, 1820-70* (Urbana: University of Illinois Press, 1986).

Michael Oriard. *Reading Football: How the Popular Press Created an American Spectacle* (Chapel Hill: University of North Carolina Press, 1993).

Zip Package.

WEEK ONE: SPORT IN COLONIAL AMERICA

1. Rader, *American Sports*, 1-18
2. Nancy L. Struna, "Sport and Colonial Popular Culture," *People of Prowess: Sport, Leisure and Labor in Early Anglo-America* (Urbana: University of Illinois Press, 1996), 74-95.
3. Joachim K. Rule, "Religion and Amusements in Sixteenth- and Seventeenth Century England: 'Time might be better bestowed, and besides we see sin acted'," *British Journal of Sports History* 1 (1984): 125-65.

WEEK TWO: BEGININGS OF MODERN SPORT

1. Adelman, *A Sporting Time*, 1-11.
2. Rader, *American Sports*, 19- 34.
3. Elliot Gorn, "Sport Through the Nineteenth Century," in Mary K. Cayton, et.al., eds. *Encyclopedia of American Social History*, 3 vols. (New York: Charles Schribner's Sons, 1993), 3: 1627-1642.
4. Steven A. Riess, "Urbanization and Sport in the Walking City," *City Games: The Evolution of American Urban Society and the Rise of Sports* (Urbana: University of Illinois Press, 1989), 13-50.

WEEK THREE: THE CREATION OF THE NEW IDEOLOGY OF SPORT

1. Adelman, *A Sporting Time*, 269-86.
2. Harvey Green, "Health, Medicine and Society," *Fit for America: Health, Fitness, Sport and American Society* (New York: Pantheon, 1986), 3-29.
3. Jan Todd, " 'I Practice Calisthenics Every Day and Like Its Quite Well': Mary Lyon, Mount Holyoke, and American Calisthenics," *Physical Culture and the Body Beautiful: Purposive Exercise in the Lives of American Women 1800-1870*. (Macon Ga.: Mercer University Press, 1998), 119-37.
4. Roberta J. Park, "'All the Freedom of the Boy': Elizabeth Cady Stanton, Nineteenth-Century Architect of Women's Right," *International Journal of the History of Sport*, 18 (2001): 7-26.
5. Steven A. Riess, "Sport and the Redefinition of American Middle-class Masculinity," *International Journal of the History of Sport* 8(1991): 5-27.

WEEK FOUR: ANTEBELLUM SPORT AND PHYSICAL CULTURE

1. Rader, *American Sports*, 35-51.
2. Adelman, *A Sporting Time*, 27-89, 185-266.

WEEK FIVE: THE MAKING OF A NATIONAL PASTIME

1. Rader, *American Sports*, 52-66.
2. Adelman, *A Sporting Time*, 97-183

WEEK SIX: SPORT AND INDUSTRIALIZATION

1. Rader, *American Sports*, 67-83.
2. S.W. Pope. "Amateurism: The Invention of an Athletic Tradition," *Patriotic Games: Sporting Traditions in the American Imagination, 1876-1926* (New York: Oxford University, 1997), 18-34.
3. Michael T. Isenberg. "The Unfinished Hero: John L. and the Gilded Age," *John L. Sullivan and His America*, (Urbana: University of Illinois Press, 1988), 205-236.

WEEK SEVEN: PROFESSIONAL SPORT

1. Robert F. Burk, "Barons and Serfs, 1876-1885," *Never Just a Game: Players, Owners, and American Baseball to 1920* (Chapel Hills: University of North Carolina Press, 1994), ch. 3.
2. Stephen Hardy, "'Adopted By All The Leading Clubs:' Sporting Goods and the Shaping of Leisure, 1800-1900," in Richard Butsch, *For Fun and Profit: The Transformation of Leisure into Consumption* (Philadelphia: Temple University Press, 1990), 71-101.

WEEK EIGHT: COLLEGE SPORT

1. Rader, *American Sports*, 81-97.
2. Oriard. *Reading Football*, entire book.

WEEK NINE: SPORT AND THE NEW SCIENCE

1. Martha H. Verbugge, "Stronger in Body as well as in Mind," *Able-Bodied Womanhood: Personal Health and Social Change In Nineteenth-Century Boston* (New York: Oxford University Press, 1988).
2. Patricia Vertinsky, "A Militant Madonna: Charlotte Perkins Gilman, Feminism and Physical Culture," *International Journal of the History of Sport* 18 (2001): 55-72.
3. Dominick Cavello, "Child Psychology, Physicalism and the Origins of the Play Movement," *Muscles and Morals: Organized Playgrounds and Urban Reform, 1880- 1920* (Philadelphia: University of Pennsylvania Press, 1980), 49-72.

WEEK TEN: SPORT AT THE TURN OF THE CENTURY

1. Robert F. Martin, "The Diamond and the Cross," *Hero of the Heartland: Billy Sunday and the Transformation of American Protestantism* (Bloomington: Indiana University Press, 2002), 25-44.
2. Marc Dyreson, "Paris 1900: Exhibiting American Athletic Nationalism," *Making the American Team: Sport, Culture, and the Olympic Experience* (Urbana: University of Illinois Press, 1998), 53-72.

POLICIES for Student Conduct and Participation

Cell phones and beepers are prohibited from this class and if they go off, you will be asked to leave the class and will be considered absent.

Academic Misconduct -- The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the

sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

ODS Statement -- Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; <http://www.ods.ohio-state.edu/>. Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

Grievances and Solving Problems -- According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, "You should seek to resolve a grievance concerning a grade or academic practice by **speaking first with the instructor or professor**. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union." "Grievances against graduate, research, and teaching assistants should be submitted first to **the supervising instructor**, then to the chairperson of the assistant's department."

Statement on Diversity -- The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The School of Physical Activity and Educational Services (PAES) is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The School of PAES prohibits discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.