

## Term Information

Effective Term Summer 2017  
*Previous Value* Summer 2013

## Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding an online method of offering.

What is the rationale for the proposed change(s)?

Allows for more flexibility for students to take the course, especially during summer semester.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

none

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area Kinesiology:Spt Indsty Spt Mgt  
Fiscal Unit/Academic Org Department of Human Sciences - D1251  
College/Academic Group Education & Human Ecology  
Level/Career Undergraduate  
Course Number/Catalog 2210  
Course Title History of Sport in 19th Century America  
Transcript Abbreviation Hist Sp 19 Cent Am  
Course Description Explores intersection between sport and society in 19th century America. Emphasis on modernity; race, class, gender & ethnicity; rise of the city; religious, intellectual and scientific thought.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
*Previous Value* No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

### Prerequisites/Corequisites

#### Exclusions

Not open to students with credit for EduPAES 210.

## Cross-Listings

### Cross-Listings

## Subject/CIP Code

### Subject/CIP Code

31.0504

### Subsidy Level

Baccalaureate Course

### Previous Value

[General Studies Course](#)

### Intended Rank

Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study

## Course Details

### Course goals or learning objectives/outcomes

- Understand how the examination of sport, physical culture and the changing concept of the body provide a lens through which social, intellectual, cultural, and economic change can be examined.

### Previous Value

### Content Topic List

- Modernization of Sport
- Sport and the Rise of the City
- Sport and Religious, Intellectual and Scientific Thought
- Sport, Class, Race, Gender and Ethnicity
- The Rise of College Athletics
- The Emergence of Professional Sport

## Attachments

- KNSISM 2210 QM Final.doc  
*(Syllabus. Owner: Folden Jr, H Eugene)*
- KNSISM2210.pdf: in person  
*(Syllabus. Owner: Folden Jr, H Eugene)*
- KNSISM 2210 OL.pdf  
*(Syllabus. Owner: Turner, Brian Allen)*
- KNSISM 2210 OL REV.doc  
*(Syllabus. Owner: Turner, Brian Allen)*

**COURSE CHANGE REQUEST**  
2210 - Status: PENDING

Last Updated: Zircher,Andrew Paul  
01/24/2017

**Comments**

- See 1-18-17 e-mail to G Folden. *(by Vankeerbergen,Bernadette Chantal on 01/18/2017 12:35 PM)*
- Approved 9/19/2016 by EHE Curriculum Committee

updated subsidy to Baccauaeate as the course is also a major course option for Sport Industry majors *(by Odum,Sarah A. on 09/27/2016 02:49 PM)*

- Syllabus was reviewed by Sarah Bear and her staff; suggestions that were made were incorporated into the syllabus. *(by Folden Jr,H Eugene on 09/01/2016 01:55 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Folden Jr,H Eugene	09/01/2016 01:55 PM	Submitted for Approval
Approved	Folden Jr,H Eugene	09/01/2016 01:59 PM	Unit Approval
Approved	Odum,Sarah A.	09/27/2016 02:49 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/29/2016 05:26 PM	ASCCAO Approval
Submitted	Folden Jr,H Eugene	09/30/2016 10:48 AM	Submitted for Approval
Approved	Folden Jr,H Eugene	09/30/2016 10:56 AM	Unit Approval
Approved	Odum,Sarah A.	10/07/2016 09:40 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/01/2016 12:53 PM	ASCCAO Approval
Submitted	Turner,Brian Allen	11/18/2016 09:26 AM	Submitted for Approval
Approved	Folden Jr,H Eugene	11/22/2016 11:55 AM	Unit Approval
Approved	Odum,Sarah A.	11/22/2016 01:02 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	01/18/2017 12:35 PM	ASCCAO Approval
Submitted	Turner,Brian Allen	01/21/2017 02:02 PM	Submitted for Approval
Approved	Folden Jr,H Eugene	01/24/2017 10:46 AM	Unit Approval
Approved	Zircher,Andrew Paul	01/24/2017 02:05 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	01/24/2017 02:05 PM	ASCCAO Approval

The Ohio State University  
College of Education and Human Ecology  
Department of Human Sciences

**KNSISM 2210**

**Sport, Physical Culture and the Body in Nineteenth-Century  
America**

Autumn 2016  
TR 12:45-2:05 p.m., Journalism 251  
27184

**Marc Horger**

PAES A240

**Office Hours:** M 1-3 and by appointment

**Phone #:** 292-1427

[horger.2@osu.edu](mailto:horger.2@osu.edu)

*(Please include "KNSISM 2210" in subject line)*

KNSISM 2210 examines the role of sport in American society up through 1900. Topics of discussion will include the twin legacies of English folk culture and Puritan religious ideology on American recreational practices; the changing relationship between work and play; urbanization, industrialization, and modernization and their impact on the development of a national sporting culture in the nineteenth century; regional differences in attitudes about work, play, and recreation; the relationship of sport to other forms of urban recreation and voluntary association; the roles played by race, ethnicity, and gender in the development of sporting ideologies; the evolution of baseball, football, boxing, horse racing, and other modern American sports; the relationship of sporting culture to mass media; the relationship between sport and nationalism; the emergence of permanent sporting institutions; the intertwined concepts of "amateurism" and "professionalism"; and the changing definition of "sport" itself.

KNSISM 2210 fulfills a GEC requirement in Historical Study. Courses such as this develop students' knowledge of how past events influence today's society and help them understand how humans view themselves; help them acquire a perspective on history and an understanding of the factors that shape human activity; help them display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding; and help them think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts. Classroom work will consist of a mix of lecture and discussion. Outside assignments will stress, in addition to a command of basic factual information, critical thinking about events in the past and about the documents (primary and secondary) through which we learn about the past.

Following successful completion of this course, students

- Will understand how the examination of sport, physical culture and the changing concept of the body provide a lens through which social, intellectual, cultural, and economic change can be examined.
- Will better understand the roles played by urbanization, industrialization, modernization, gender, ethnicity, race, and nationalism in American culture.
- Will be able to think critically about historical issues and historical processes, and be better able to read and interpret historical information.
- Will better understand how the confluence between social influences and human actions contoured changes in the structure of sport and altered cultural attitudes towards sport, physical culture and the body.
- Will better understand how individuals and social groups brought multiple meanings to and extrapolated multiple meanings from their engagement in sport, physical culture, and social construction of the body.
- Will better understand how sport, physical culture and body image have been contested terrain among various social groups; and will better grasp how shifting power relations have influenced how we envision what constitutes sport and the proper concept of the body.

#### READINGS:

The following books are required: **Ben Rader, *American Sports: From the Age of Folk Games to the Age of Televised Sports***; **Nancy Struna, *People of Prowess***; **Elliott Gorn, *The Manly Art***; **Warren Goldstein, *Playing For Keeps***; and **Michael Oriard, *Reading Football***. They have been ordered through SBX. A few additional readings will be made available online.

#### GRADING:

Course grades will be determined by student performance on a **midterm exam (20%)**, a **final exam (30%)**, two short **papers (20% each)**, and by **attendance and participation** in class **(10%)**.

Final course grades will be assigned according to the following scale, out of 100:

above 92.5	A
90-92.4	A-
87.5-89.5	B+
82.5-87.4	B
80-82.4	B-

77.5-79.5	C+
72.5-77.4	C
70-72.4	C-
67.5-69.5	D+
60-67.4	D
below 60	E

#### COURSE AND DEPARTMENT POLICIES:

**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 not considered an excuse for academic misconduct. Please be aware of University policies on plagiarism and academic misconduct, reviewable at

[http://cstw.osu.edu/writingcenter/handouts/research\\_plagiarism](http://cstw.osu.edu/writingcenter/handouts/research_plagiarism) and [http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)

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**SLDS Statement and Statement of Student Rights** -- Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. The Office of Student Life Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Student Life Disability Services, 098 Baker Hall (614-292-3307 and/or <http://slds.osu.edu>) to coordinate reasonable accommodations. Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the semester as possible to receive effective and timely accommodations.

**Grievances and Problem Solving** -- 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.

**Mental Health Statement** -- A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the OSU Counseling and Consultation Services (614-292-5766; <http://www.ccs.ohio-state.edu>) for assistance, support and advocacy. This service is free and confidential.

**Intellectual Property** -- Course materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course. Note that this may not apply to uses outside of the course. Any material generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.

The following are links to campus resources which may be of assistance to you as you proceed in the course:

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[EHE Career Services](#)

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[EHE Equity and Diversity](#)

[Younkin Success Center - The Ohio State University](#)

[Writing Center | CSTW - Center for the Study and Teaching ...](#)

[OSU Diversity and Inclusion](#)

[EHE Office of Research](#)

[OSU Office of Research](#)



## COURSE OUTLINE:

The following is a **tentative** schedule of discussion topics and assigned readings. These assignments are subject to elaboration and/or change; please stay in contact with your instructor with regard to the required readings.

**August 23, 25:** So, what is “sport,” anyway?

**Reading:** Rader, ch. 1

**August 30, September 1:** English folk culture, the Puritan ethic, and colonial recreation

**Reading:** Struna, intro and ch. 1-4

**September 6, 8:** Regional differences in work and play

**Reading:** Struna, ch. 5-8 and epilogue

**September 13, 15:** Urban, industrial, modern, rational

**Reading:** Rader, ch. 2-3; Mel Adelman, “The First Modern Sport in America: Harness Racing in New York City, 1825-1870” (available online)

**September 20, 22:** The Manly Art

**Reading:** Gorn, intro and ch. 1-4

**September 27, 29:** Dueling, nose-pulling, and other ways to disrespect the body

**Reading:** Kenneth Greenberg, “The Nose, the Lie, and the Duel” (available online).

**Midterm September 29**

**October 4, 6:** Voluntary associations, sporting fraternities, and urban recreation

**Reading:** Rader, ch. 3-4

**October 11:** The National Game

**Reading:** Goldstein, intro and ch. 1-4.

**October 12, 20:** Gender, the body, and the public self

**Reading:** Primary sources on health/fitness (available online)

**October 25, 27:** Amateurism, professionalism, skill, and class formation

**Reading:** Goldstein, ch. 5-8 and epilogue. **First paper due October 27**

**November 1, 3:** Leagues, franchises, railroads, and ballparks

**Reading:** Rader, ch. 5

**November 8, 10:** Sport, celebrity, and publicity; or, I’m John L. Sullivan and I can lick any [redacted] alive!

**Reading:** Gorn, ch. 5-7 and epilogue.

**November 15, 17:** Media, spectacle, and manhood

**Reading:** Oriard

**November 22:** Class spirit and the college man

**Reading:** Rader, ch. 6

**November 29, December 1:** Labor and management; player and spectator; respectable and ribald

**Reading:** Primary sources on Players League War and bicycle craze (available online).

**Second paper due December 1**

**December 6:** So, what is “sport,” anyway?

**Final Exam: Tuesday, December 13, 2 p.m.**

GEC	KNSISM 2210 Learning Objectives	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
ELO1  Students construct an integrated perspective on history and the factors that shape human activity.	CO1 - Discuss and evaluate important developments in sport in the United States in the 19th century with reference to relevant social, economic, political, and/or cultural contexts.	Demonstrates sophisticated understanding of the complexity of historical events and trends and of explanations of historical change.	Demonstrates adequate understanding of the complexity of historical events and trends and of explanations of historical change.	Demonstrates partial understanding of the complexity of historical events and trends and of explanations of historical change.	Demonstrates surface understanding of the complexity of historical events and trends and of explanations of historical change.
ELO2  Students describe and analyze the origins and nature of contemporary issues.	CO2 - Develop clear, consistent, and sustainable historical arguments with respect to the role(s) of industrialization, urbanization, modernization, nationalism, the mass media, and/or changing patterns of leisure and labor in shaping 19th century sport in the U.S.	Organizes and synthesizes evidence to bring into focus important patterns, differences, or similarities.	Organizes evidence to bring into focus important patterns, differences, or similarities.	Organizes evidence but not in a way that effectively brings into focus important patterns, differences, or similarities.	Presents evidence, but without organization that brings into focus important patterns, differences, or similarities.
ELO3  Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts	CO3 - Support historical arguments from a range of primary and secondary sources.	Uses evidence to develop an original analysis or synthesis. Skillfully reconciles or refutes differing interpretations and/or conflicting evidence.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Makes a significant attempt to reconcile or refute differing interpretations and/or conflicting evidence.	Information is taken from source(s) with some attempt to interpret/evaluate but not enough to develop a coherent analysis or synthesis. Some attempt to reconcile or refute differing interpretations and/or conflicting evidence.	Information is taken from source(s) without interpretation/evaluation. No significant attempt to reconcile or refute differing interpretations and/or conflicting evidence.

The Ohio State University  
College of Education and Human Ecology  
Department of Human Sciences

**KNSISM 2210**

**Sport, Physical Culture and the Body in Nineteenth-Century America**

**Marc Horger**  
PAES A240  
**Office Hours:**  
**Phone #:** 292-1427  
[horger.2@osu.edu](mailto:horger.2@osu.edu)

*(Please communicate in the course via your OSU email identity, and include "KNSISM 2210" in subject line)*

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KNSISM 2210 fulfills a GE requirement in Historical Study. Courses such as this develop students' knowledge of how past events are studied and how they influence today's society and the human condition. Among the course's expected learning outcomes are that students construct an integrated perspective on history and the factors that shape human activity (ELO1); that students describe and analyze the origins and nature of contemporary issues (ELO2); and that students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts (ELO3). Assignments will stress, in addition to a command of basic factual information, critical thinking about events in the past and about the documents, primary and secondary, through which we learn about the past.

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### **Carmen Tutorial for students**

[Getting started, finding your course](#)

[Using the content area](#)

[Using discussion boards](#)

[Uploading files to the dropbox](#)

[Accessing Feedback 2](#)

[Viewing your progress](#)

[Adobe Reader](#)

Be sure to uncheck the box indicating that you want McAfee before clicking "Install Now"

[OSU Survey System-Qualtrics](#)

[Actions for 'OSU Survey System-Qualtrics'](#)

EHE has partnered with Qualtrics, Inc. to make it available to the EHE community. Please refer to the web site to check for more information.

[Flash Player](#)

Be sure to uncheck the box indicating that you want McAfee before clicking "Install Now"

[Java](#)

[Microsoft Office Compatibility Pack](#)

[net.Tutor](#) *net.TUTOR* is a free, Web-based, interactive learning program that will help you become proficient at using the Internet for academic and personal research

## Accessibility of Technology

[MediaSite Accessibility Statement](#)

[Carmen Accessibility](#)

[Microsoft Office Accessibility](#)

[Adobe Connect \(Carmen Connect\) Accessibility](#)

## Privacy Policies

[Carmen \(D2L\) Privacy Policy](#)

[Adobe Connect Privacy Policy](#)

[Qualtrics Privacy Policy](#)

[MediaSite Privacy Policy](#)

## HOW TO PROCEED:

The course is delivered entirely online in an asynchronous fashion – that is, it is not necessary for all students to be at a computer at the same time, as long as each student completes all course assignments by the stated due dates. The course is broken into sixteen thematic modules, each of which must be completed according to the stated instructions. All interaction with the course proceeds through Carmen, where you will find the syllabus and an overview of the course modules. This is also where course materials and assignments will begin to appear as we move forward during the semester. These assignments will consist of video lectures; primary and secondary source readings; required postings in threaded discussions; graded writing assignments based on course readings; a 5-7 pp. term paper; and a 6-9 pp. final course essay.

Two texts are required: Gorn, Elliott, *The Manly Art*, and Oriard, Michael, *Reading Football*. All other required course materials will be provided within the course itself.

Course grades will be determined by student performance on **short, skill-building writing assignments** based on module content (35% of total grade), a **term paper** (25%), a **final course essay** (30%), and **satisfactory completion of required elements and participation in moderated online discussions** (10%). All written work, including the final course essay, will be submitted online.

Assignments submitted after the due date are subject to a grade penalty of up to **10% point deduction per day, including in the case of technical difficulties**. Note, however, that completion of all assignments, even those submitted late, is a component of your course participation grade.

## Grading Scale

Final course grades will be based on the total of points accumulated:



<b>92.5 and above%</b>	A
<b>90- 92.4</b>	A-
<b>87.5-89.5</b>	B+
<b>82.5-87.4</b>	B
<b>80-82.4</b>	B-
<b>77.5-79.5</b>	C+
<b>72.5-77.4</b>	C
<b>70-72.4</b>	C-
<b>67.5 -69.9</b>	D+
<b>60-67.4</b>	D
<b>Less than 60%</b>	E

*(Some percentages are approximate.)*

### **Discussion, Communication, and Writing Guidelines**

The following are guidelines for communicating with one another here in KNSISM 2210. Above all, please remember to be respectful and thoughtful. Please see the [OSU Online guidelines for online discussions](#) for more information.

- **Writing style (discussions):** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Writing Style (graded assignments):** On graded writing assignments, students will be expected to support their arguments from a range of the primary and secondary sources offered in the course, and to cite those sources in either MLA or Chicago style. Please be advised that Carmen's dropbox is linked to **turnitin.com**, a document analysis tool capable of comparing student papers to the World Wide Web as well as to papers previously submitted to courses at this and other universities. Please be aware of university policies on plagiarism and academic misconduct, reviewable at <https://cstw.osu.edu/sites/cstw.osu.edu/files/handouts-plagiarism.pdf> and <http://studentaffairs.osu.edu/csc/>
- **Tone and civility:** Please work to maintain a civil and supportive learning community for your peers, one in which differences in opinion and perspective are respected and in which people can disagree amicably. Remember that tones such as sarcasm and irony don't often communicate effectively in an online environment.
- **Backing up your work:** Please consider backing up your academic work for the duration of the semester.

As the course begins, I will visit our Carmen page daily, strive to return any written communication within 24 hours (not counting weekends), and provide feedback on graded assignments in a timely fashion. Students may access this feedback as soon as it is posted. Moderated discussions in the course are intended to function much like discussions in a live-action classroom. Please afford fellow students and their ideas the same respect you would in a live situation. My goal in moderating these discussions will be to guide and shape, but not predetermine, these discussions, and suggest how they might illuminate important course themes.

Student requirements with respect to discussion participation and posting will be spelled out within each module where applicable.

The course is online, but it is not pre-packaged; please regard me as a resource upon whom you can draw.

## **Technology and Access**

### Necessary equipment

**Computer:** current Mac or PC with high-speed internet connection

OR

**Tablet:** iPad (iPad 2 or later) or iPad mini, with iOS 6 or higher

### Optional Equipment

**Webcam:** built-in or external webcam, fully installed, for participating in CarmenConnect office hours

**Microphone:** built-in laptop or tablet mic or external microphone, for participating in CarmenConnect office hours

**Digital camera:** at least 5 megapixel or current smartphone camera, with the ability to upload photos to the Internet

### Software

- [Firefox web browser](#) (the best browser for Carmen)
- [Microsoft Office](#), or a free alternative such as [LibreOffice](#)
- [Adobe Reader](#), or an alternative PDF reader
- [Microsoft Silverlight plugin\( will open new window\)](#)
- [Supported Browsers and Systems](#)

### Baseline technical skills

Basic computer and web-browsing skills

Write essays using word processing program

Actively participate in threaded discussion based on course content

Download course materials such as .pdf, .mp4 from Carmen

Create and upload documents such as .pdf, .rtf, .doc, .docx to Carmen

For additional assistance, students may contact the OIT service desk ([servicedesk@ehe.osu.edu](mailto:servicedesk@ehe.osu.edu), 614-247-TECH) or OCIO help and support ([8help@osu.edu](mailto:8help@osu.edu), 614-688-HELP)

**Note on GE assessment:** Historical Study learning goals shall be assessed and reported in this course by evaluating student performance on the term paper in each expected learning outcome (ELO1, ELO2, ELO3) on a scale from 0-4. See appended assessment plan and rubric for criteria and details.

## COURSE MODULES

Course content is divided into the following modules. Specific procedures and deadlines for the completion of each module will be outlined within the modules themselves as they appear on Carmen.

### Module 1

#### **Tradition: Pre-Modern Recreation in Colonial Anglo-America**

##### **Objectives**

- Discuss the "pre-modern" recreational practices against which later developments in nineteenth-century sport will be compared (ELO1)
- Connect these recreational patterns with Anglo-Colonial patterns of work, labor, and leisure (ELO1)
- Establish basic facts about mercantilism, triangular trade, and the relationship of the colonial economy to the Atlantic world (ELO1, ELO2)
- Establish regional variation in patterns of labor and leisure (ELO1)
- Discuss social and political ideas from the American Revolution which shape American attitudes toward leisure and wealth well into the nineteenth century (ELO1, ELO2)
- Develop the ability to support these concepts with reference to the assigned primary and/or secondary sources, and to think critically about those sources (ELO3)

##### **Lectures**

Tradition	The Chesapeake	The Puritans
Mercantilism	Prowess	Republicanism

##### **Sources**

Nancy Struna, readings on Colonial sport  
William Stanard, horse racing in colonial Virginia  
King James' *Book of Sports*  
Anti-horse racing legislation

**Assessment:** Précis assignment (250-300 words)

### Module 2

#### **The Transformation of the Modern American City**

##### **Objectives**

Describe the scope and significance of the social and cultural changes set in motion by the early stages of the market revolution in the United States, and discuss how these changes impacted work and play (ELO1, ELO2)

Convey the scope and significance of the related changes in the nineteenth century city, such as the division of home and workplace, new lived concepts of time, and changed concepts of public order and authority (ELO2)

Discuss the emergence of New York as the national “front door” and the role of New York in spreading sport culture in the nineteenth century (ELO2)

Develop the ability to support these concepts with reference to the assigned primary and/or secondary sources, and to think critically about those sources (ELO3)

### **Lectures**

Modernity

Canals and Markets

The Transformation of Work

The Transformation of Time and Space

The National Front Door

### **Sources**

Michael Kaplan on tavern violence

**Assessment:** Précis assignment (250-300 words)

## **Module 3**

### **Need For Speed: Racing in the Nineteenth Century**

#### **Objectives**

Introduce the concept of “modernization” and discuss its impact on American sport (ELO1, ELO2)

Provide examples of modernization from horse and harness racing in New York in the nineteenth century (ELO2)

Discuss the social nature of gambling and its relationship to commercialized sport (ELO2)

Develop the ability to support these concepts with reference to the assigned primary and/or secondary sources, and to think critically about those sources (ELO3)

#### **Lectures**

Thoroughbreds and Trotters

Introduction to Modernization

American Eclipse

The Mass Manufactured Image

#### **Sources**

Melvin Adelman article on modernization of harness racing

Contemporary accounts of horse racing from *Spirit of the Times*, *American Turf Register*  
Currier and Ives prints

## **Module 4**

### **The Ring and the City: Bare-Knuckle Prize Fighting and Urban Culture**

#### **Objectives**

Connect the world of early American prize fighters to the working class culture, politics, and public styles of masculinity in the antebellum walking city (ELO1)

Develop the ability to support these concepts with reference to the assigned primary and/or secondary sources, and to think critically about those sources (ELO3)

#### **Lectures**

Modernization Theory  
American Eclipse

Thoroughbreds and Trotters  
The Mass Manufactured Image

#### **Sources**

Gorn, *The Manly Art*  
*American Fisticiana*

Selections from the contemporary popular press  
Currier and Ives prints

**Assessment:** Letter to the Editor, 1842 (500-750 words)

## **Module 5**

### **Young America: Sport, Nationalism, and Identity**

#### **Objectives**

Highlight the strong relationships between sport, nationalism, and identity in the antebellum United States (ELO1, ELO2)

Introduce the "Young America" movement and explain its connections to the world of antebellum urban sport (ELO1)

Demonstrate connections between the concepts of nationalism, rooting, identity, and fandom in nineteenth century sport (ELO2)

Develop the ability to support these concepts with reference to the assigned primary and/or secondary sources, and to think critically about those sources (ELO3)

## Lectures

A Nation of Joiners  
The World of Print

Young America  
The Dueling Macbeths

## Sources

Selections from Toqueville, *Democracy in America*  
Contemporary coverage of baseball, yachting from *New York Times*, *Democratic Review*

## Module 6

### Stick and Ball: Baseball and its Cousins

#### Objectives

- Trace the development of baseball from a children's game to a "manly pastime" in antebellum New York (ELO2)
- Compare baseball to competing stick-and-ball traditions such as town ball, the Massachusetts Game, and cricket (ELO1)
- Emphasize the importance of fraternity and public joining within the culture of early baseball (ELO2)
- Develop the ability to support these concepts with reference to the assigned primary and/or secondary sources, and to think critically about those sources (ELO3)

#### Lectures

Stick and Ball  
Why Not Cricket?

The Early Baseballers  
The New York Game

#### Sources

Baseball coverage from *New York Times*, *Chicago Tribune*, *Spirit of the Times*, 1850s  
*Beadle's Dime Base Ball Guide*, 1860  
Baseball rule books, 1840s and 1850s

**Assessment:** Essay, Baseball and Modernization (750-1000 words)

## Module 7

### Health, Exercise and Diet

## Objectives

- Trace the emergence of American cultures of purposive exercise: calisthenics, physical training, health and nutrition fads (ELO2)
- Position American health, diet, and exercise practices within the “perfectionist” culture of Antebellum social reform (ELO1)
- Examine “separate spheres” concept of gender differences in 19<sup>th</sup> century (ELO1, ELO2)
- Develop the ability to support these concepts with reference to the assigned primary and/or secondary sources, and to think critically about those sources (ELO3)

## Lectures

- |                      |  |
|----------------------|--|
| Separate Spheres     | Public Health, Private Health          |
| The Disciplined Life | Gymnastics, Calisthenics, and Exercise |

## Sources

- Health Fad literature: Phrenology, Grahamism, Water Cure
- Calisthenics and exercise literature: Jahn, Dio Lewis, Catherine Beecher

**Assessment:** Essay, health fad literature (750-1000 words)

## Module 8

### **Production, Distribution, Consumption: The Late-19<sup>th</sup> Century Industrial Economy**

#### Objectives

- Examine the scope and significance of the social and cultural changes set in motion by the late stages of the market revolution in the United States, and how these changes impacted work and play (ELO1)
- Discuss the emergence of vertically and horizontally integrated big businesses and the industrial transformation of the urban landscape (ELO1, ELO2)
- Examine changes in class formation in the industrial city (ELO1, ELO2)
- Show the impact of mass-produced, mass-distributed consumer goods on American sport and recreation (ELO1)
- Develop the ability to support these concepts with reference to the assigned primary and/or secondary sources, and to think critically about those sources (ELO3)

#### Lectures

- |                                 |                              |
|---------------------------------|------------------------------|
| Labor, Capital, and Consumerism | Railroads                    |
| The Structure of Big Business   | The Changing Class Structure |

#### Sources

Spalding Sporting Goods rulebooks and sporting guides  
Baseball cards from the Library of Congress

## **Module 9**

### **The League: The Business of Professional Baseball**

#### **Objectives**

Trace the transformation of baseball from fraternal urban pastime to national entertainment business (ELO1)  
Present organizational history of National Association, National League, American Association (ELO1)  
Develop the ability to support these concepts with reference to the assigned primary and/or secondary sources, and to think critically about those sources (ELO3)

#### **Lectures**

The Emergence of Professionals  
The National League

Wait, What's an "Amateur"?  
Organized Baseball

#### **Sources**

Baseball guides and rule books from Spalding, Ward, Chadwick

**Assessment:** Essay, museum exhibit of 19<sup>th</sup>-century sporting guides (750-1000 words)

## **Module 10**

### **Media, Spectacle, and Manhood: Or, I'm John L. Sullivan and I Can Lick Any Sonnavach in the House**

#### **Objectives**

Trace the development of prize fighting into national media spectacle in the 1880s (ELO1)  
Contextualize John L. Sullivan as one of nation's first "modern" media celebrities (ELO2)  
Discuss *National Police Gazette* and popular press culture of Gilded Age (ELO1)  
Develop the ability to support these concepts with reference to the assigned primary and/or secondary sources, and to think critically about those sources (ELO3)

#### **Lectures**

Occupation: Champ

The Strenuous Life



## Sources

Gorn, *The Manly Art*

Prize fighting coverage from *National Police Gazette*, 1880s

## Module 11

### The Color Line: Race and Racism in the Late 19<sup>th</sup> Century

#### Objectives

Outline cultural politics and public policy with respect to race in last third of 19<sup>th</sup> century (ELO1, ELO2)

Demonstrate impact of ideas such as Social Darwinism, Anglo-Saxonism, Imperialism, and White Supremacy on American attitudes and policies with respect to race (ELO1, ELO2)

Describe mechanisms of political disfranchisement and legal discrimination in 1890s (ELO1)

Present examples of “drawing the color line” in American sport in 1870s, 1880s and 1890s (ELO1, ELO2)

Develop the ability to support these concepts with reference to the assigned primary and/or secondary sources, and to think critically about those sources (ELO3)

#### Lectures

Civil Rights

Disfranchisement

The Lens of Race

Jim Crow

#### Sources

Examples of African-American participation in baseball, intercollegiate athletics, boxing, from New York *Times*, Baltimore *Afro-American*

Lewis, *A Primer of College Football*

## Module 12

### The Club: Elite Sport in the Gilded Age

#### Objectives

Explore emergence of “club sports” and elite recreational leisure in Gilded Age: tennis, golf, croquet, country clubs, amateur athletic clubs (ELO1)

Discuss importance of “amateurism” as cultural and organizational concept (ELO1, ELO2)



## **Module 14**

### **Zoom: Modern Manufactured Mobility**

#### **Objectives**

Discuss the bicycle craze of the 1880s and 1890s with respect to technological change, mass production and marketing of durable goods (ELO1, ELO2)

Discuss cultural and political impact of the “Good Roads” movement (ELO1)

Develop the ability to support these concepts with reference to the assigned primary and/or secondary sources, and to think critically about those sources (ELO3)

#### **Lectures**

The Ever-Saddled Horse

The Craze

The L.A.W.

#### **Sources**

“Bicycle Craze” articles from *Harper’s Weekly*, *Outing*, *Chicago Tribune*, *Ladies’ Home Journal*

## **Module 15**

### **Owner Worker Player**

#### **Objectives**

Discuss “organized baseball” as entertainment industry in the late nineteenth century (ELO1)

Discuss labor/management conflict in “organized baseball” in the 1880s-90s, including the Players’ League War of 1890 (ELO1, ELO2)

Connect these developments to industrial class formation, unionization, and labor/management relations in the United States (ELO2)

Develop the ability to support these concepts with reference to the assigned primary and/or secondary sources, and to think critically about those sources (ELO3)

#### **Lectures**

The Base Ball World Tour

The Trade War

The Brotherhood

The Big League

#### **Sources**

Spalding's *Base Ball Guides*, 1890s  
Spalding, *America's National Game*, excerpts  
Ward, "Is The Base Ball Player a Chattel?"  
Newspaper coverage of the Players' League War, 1889-90

## **Module 16**

### **Play By The Rules: Basketball and the Concept of Team Sport**

#### **Objectives**

Explore the invention of basketball as means of discussing "organized team sport" as cultural concept in the United States (ELO1)  
Introduce the intellectual history of "team sport" as educational tool (ELO1, ELO2)  
Trace the spread of basketball as national sport culture (ELO1)  
Develop the ability to support these concepts with reference to the assigned primary and/or secondary sources, and to think critically about those sources (ELO3)

#### **Lectures**

Muscular Christianity and Organized Play  
Amateur Professionals and Professional Amateurs

Gulick and Naismith  
Indoors

#### **Sources**

Naismith, *Rules For Basket Ball*  
Spalding's *Basket Ball Guides*, 1897, 1898  
*Basket Ball For Women*, 1903

**Final Course Essay:** Summary essay, 6-9 pp., to be submitted exam week

## Source Bibliography

### Required Texts

- Gorn, Elliott, *The Manly Art: Bare-Knuckle Prize Fighting in America* (Ithica: Cornell University Press, 1983)
- Oriard, Michael, *Reading Football: How the Popular Press Created an American Spectacle* (Chapel Hill: The University of North Carolina Press, 1998)

### Module 1

- Struna, Nancy, "Puritans And Sport: The Irretrievable Tide of Change," *Journal of Sport History* 4(1977), pp. 1-21
- Struna, Nancy, "Gender and Sporting Practice in Early America, 1750-1810," *Journal of Sport History* 18(Spring 1991), pp. 10-30
- Struna, Nancy, "The Labor-Leisure Relationship in Stuart England and Its American Colonies" *OAH Magazine of History* 7(Summer 1992), pp. 15-18
- Stanard, William G., "Racing in Colonial Virginia," *The Virginia Magazine of History and Biography* 2(January 1895), pp. 293-305
- Virginia Gazette*, 10/7/1737
- "The King's Majesty's Declaration to His Subjects Concerning Lawful Sports to Be Used," 1633. Gee, Henry, and William John Hardy, ed., *Documents Illustrative of English Church History* (New York: Macmillan, 1896), 528-32. From [Hanover Historical Texts Project](#)
- "An Act Concerning Horse Racing," excerpt, Laws of New Jersey, passed 3/3/1797
- "An Act to Prevent Horse-Racing, and for other Purposes therein mentioned," passed 3/19/1802
- Laws of New York 25<sup>th</sup> series?
- "An Act to Prevent Horse Racing," excerpt, Laws of New Jersey, passed 2/15/1811

### Module 2

- New York City Tavern Violence and the Creation of a Working-Class Male Identity Author(s): Michael Kaplan Source: *Journal of the Early Republic*, Vol. 15, No. 4 (Winter, 1995), pp. 591-617

### Module 3

- Adelman, Melvin, "The First Modern Sport in America: Harness Racing in New York City, 1825-1870," *Journal of Sport History* 8 (Spring, 1981)
- "The Great Match Race Between Eclipse and Sir Henry," *American Turf Register and Sporting Magazine*, vol, 2 no.1 (September 1830)
- "On Dits in Sporting Circles: The Great Match Next Tuesday!" *Spirit of the Times* 5/7/1842
- "Boston And Fashion.: The Best Race Of Four Mile Heats Ever Run!" *Spirit of the Times*, 5/21/1842
- "The Matter Of "Fashion's Curb," *Spirit of the Times* 5/21/1842
- "The Great Match on the Beacon Course," *Spirit of the Times* 7/31/1841

## Module 4

“The Horrible Death of McCoy,” NY Tribune, 9/19/1842 and 9/20/1842  
“The Fight For the Championship,” NY Times 10/22/1858  
“The Fight For the Championship,” NY Times 10/23/1858  
*The American Fisticiana* (New York: H. Johnson, 1849)

## Module 5

Alexis De Tocqueville, *Democracy In America*, v. 2 (New York: J. & H.G. Langley, 1840), pp. 102-120.  
“New York City Base Ball,” NY Times 9/27/1856  
“Out Door Amusements,” NY Times 9/24/1856  
“The Queen’s Cup,” *Democratic Review* v. 29 (November 1851) p. 406  
“The Yacht Excitement,” *The Spirit of the Times* 10/4/1851

## Module 6

“Base Ball Clubs in the City,” NYT 12/19/1854  
“Base Ball,” NYT 5/5/1855  
“The Great Base Ball Match on the Fashion Race Course, Long Island,” NYT 8/18/1858  
“The Great Base Ball Match,” *Spirit of the Times* 7/24/1858  
“The New York Base Ball Clubs,” *Spirit of the Times* 12/23/1854  
“Our National Sports,” *Spirit of the Times* 1/31/1857  
“Base Ball,” *Chicago Tribune* 7/9/1858  
“Base Ball Match,” *Chicago Tribune* 7/8/1858  
“Base Ball Clubs,” *Chicago Tribune* 9/14/1858  
“The Base Ball Match,” *Chicago Tribune* 6/13/1859  
<http://seanlahman.com/files/guides/1860-BeadlesGuide.pdf>  
<http://www.baseball-almanac.com/rule11.shtml>  
<http://www.baseball-almanac.com/ruletown.shtml>

## Module 7

Beecher, Catherine, *A Treatise on Domestic Economy* (New York: Harper & Brothers, 1849)  
Jahn, F.L., *A Treatise on Gymnastics* (Northampton: Simeon Butler, 1828)  
*The American Phrenological Journal*, vol. XI (New York: Fowlers And Wells, 1849)  
*The Graham Journal of Health and Longevity* vo. III (Boston: 1839)  
*The Journal of Health* vol. II (Philadelphia: 1831)  
*The Water Cure Journal and Hygenic Magazine* vol. 1 (London: J. Gadsby, 1848)

## Module 8

*Spalding's Base Ball Guide* (Chicago: A.G. Spalding, 1880)  
*Spalding's Official Foot Ball Guide* (Chicago: A.G. Spalding, 1891)  
*Spalding's Handbook of Sporting Rules And Training* (Chicago: A.G. Spalding, 1886)

## **Module 9**

*Constitution and Playing Rules of the National League of Base Ball Clubs* (Chicago: A.G. Spalding, 1877)  
*Constitution and Playing Rules of the National League of Base Ball Clubs* (Chicago: A.G. Spalding, 1882)  
*Constitution and Playing Rules of the National League of Base Ball Clubs* (Chicago: A.G. Spalding, 1886)  
Chadwick, Henry, *How To Play Base Ball* (Chicago: A.G. Spalding, 1889)  
Ward, John Montgomery, *Base Ball: How To Become a Player* (Philadelphia: Athletic Publishing, 1888)

## **Module 10**

"Sullivan Knocked Out," *National Police Gazette*, 6/12/1884  
"The Question," *National Police Gazette*, 10/6/1888  
"They Will Fight," *Natiuonal Police Gazette*, 1/19/1889  
"The Champion Here," *National Police Gazette*, 6/15/1889  
"Giant Gladiators," *National Police Gazette*, 7/13/1889  
"John L. Wins," *National Police Gazette*, 6/20/1889

## **Module 11**

"A Colored Martyr," *New York Times*, 10/30/1871  
"A Democratic Murderer Escapes," *New York Times*, 7/11/1877  
"Referee: Sullivan's Mistake in Refusing to Accept Godfrey's Challenge," *New York Times*, 6/9/1888  
Lewis, W.H., *A Primer of College Football*, (New York: Harper & Bros., 1896)  
"Fleet Walker Was Catcher on Toledo Mudhen's Nine," *Baltimore Afro-American*, 2/6/1932  
"Bud Fowler Thought First of Pro Baseball Players," *Baltimore Afro-American*, 12/26/1931  
"Cuban Giants Team of 1886 First Pro Baseball Outfit," *Baltimore Afro-American*, 3/26/1932  
"First Negro Entered Majors in 1884," *Amsterdam News*, 4/28/1951  
Lewis, W.H., *A Primer of College Football*, (New York: Harper & Bros., 1896)

## **Module 12**

*History of American Amateur Athletics* (New York: Charles R. Bourne, 1885)  
*New York Athletic Club Journal*, vol. 1 no. 7 (October 1892)

## Module 13

Walter Camp, *American Football* (New York: Harper & Brothers, 1896)  
Stagg, A.A., and Williams, H.L., *Football* (Hartford: Case, Lockwood & Brainard Co., 1893)  
*Foot Ball Rules and Referee's Book* (Boston: Wright and Ditson, 1888)  
*Spalding's Official Foot Ball Guide* (Chicago: A.G. Spalding & Bros., 1893)  
*Spalding's Official Foot Ball Guide* (New York: American Sports Publishing Company, 1899)

## Module 14

"About Bicycles," *Harper's Weekly*, 2/7/1880  
Prial, F.P., "Cycling in the United States," *Harper's Weekly*, 8/30/1890  
Smith, Minna Caroline, "Women As Cyclers," *Outing* June 1885  
"Females On Bicycles," *Washington Post*, 6/21/1891  
"Girls Who Ride Bicycles," *Washington Post*, 6/25/1891  
"Thinks It Looks Very Vicious," *Chicago Tribune*, 6/25/1891  
"Women and Bicycles," *Chicago Tribune*, 7/7/1891  
"They Object To Women Bicyclists," *New York Times* 8/1/1891  
Clay, Charles, "Fair Riders on Modern Wheels," *Outing* January 1891  
Cole, Carlotta, "Cycling: Ladies On The Wheel," *Outing* February 1891  
Denison, Grace, "How We Ride Our Wheels," *Outing* October 1891  
"Grand Parade of Cyclers," *New York Times*, 6/21/1891  
"The Bicycle Races," *Harper's Weekly*, 12/8/1894  
"The Bicycle Tournament At The Madison Square Garden," *Harper's Weekly*, 12/8/1894  
Le Garde, Ellen, "How To Dress For Bicycle Racing," *The Ladies' Home Journal* vol. 8 no. 7 (June 1891)  
Gideon, George, "A Defence Of The Two-Class System In Bicycle-Racing," *Harper's Weekly*, 3/23/1895  
Elliott, Sterling, "Amatevr Sport," *Harper's Weekly*, 3/23/1895

## Module 15

Chadwick, Henry, "Editor's Open Window: Baseball," *Outing* April 1889  
"Baseball At Delmonico's," *New York Times*, 4/9/1889  
"End of the Baseball War," *New York Times*, 11/13/1890  
Spalding, Albert, *America's National Game* (New York: American Sports Publishing Company, 1911), pp. 250-266  
"The Ball Players Meet," *New York Times*, 12/17/1889  
*Spalding's Base Ball Guide* (Chicago: A.G. Spalding & Bros., 1889)  
*Spalding's Base Ball Guide* (Chicago: A.G. Spalding & Bros., 1890)  
*Spalding's Official Base Ball Guide* (New York: American Sports Publishing Company, 1898)  
"That Baseball Combine," *Chicago Tribune*, 9/10/1889  
Ward, John Montgomery, "Is The Base Ball Player a Chattel?" *Lippincott's Magazine* 40(August 1887), pp. 310-19



## **Module 16**

Naismith, James, *Rules For Basket Ball* (Springfield: Press of Springfield Printing and Binding, 1892)

*Basket Ball For Women* (New York: American Sports Publishing Company, 1903)

*Spalding's Official Basket Ball Guide 1897-98* (New York: American Sports Publishing Company, 1897)

*Spalding's Official Basket Ball Guide 1898-99* (New York: American Sports Publishing Company, 1898)

**Appendix A**  
**GE Assessment Plan**  
**KNSISM 2210**

Expected Learning Outcomes	KNSISM 2210 Learning Objectives	Method of Assessment	Student Achievement Goal
Students construct an integrated perspective on history and the factors that shape human activity	CO1 - Discuss and evaluate important developments in sport in the United States in the 19th century with reference to relevant social, economic, political, and/or cultural contexts.	Assessed directly, by evaluating student performance on <b>term paper</b> assignment on a scale from 0 (Unsatisfactory) to 4 (Capstone); see GE rubric below	All students perform at Benchmark (1) level and 75% of students perform at Milestone (3) level or higher.
Students describe and analyze the origins and nature of contemporary issues	CO2 - Develop clear, consistent, and sustainable historical arguments with respect to the role(s) of industrialization, urbanization, modernization, nationalism, the mass media, and/or changing patterns of leisure and labor in shaping 19th century sport in the U.S.	Assessed directly, by evaluating student performance <b>on term paper</b> assignment on a scale from 0 (Unsatisfactory) to 4 (Capstone); see GE rubric below	All students perform at Benchmark (1) level and 75% of students perform at Milestone (3) level or higher.
Students speak and write critically about primary and secondary sources by examining diverse interpretations of past events and ideas in their historical contexts	CO3 - Support historical arguments from a range of primary and secondary sources.	Assessed directly, by evaluating student performance on <b>term paper assignment</b> on a scale from 0 (Unsatisfactory) to 4 (Capstone); see GE rubric below	All students perform at Benchmark (1) level and 75% of students perform at Milestone (3) level or higher.

**Reporting and Evaluation:**

Data from direct assessment of ELO will be evaluated at the end of the academic year, reported to the director of curriculum, and forwarded to the Undergraduate Studies Committee. Course materials, assignments, and/or assigned readings may be revised in the future based on evaluation of this data. See rubric below for ELO evaluation criteria.

GE	KNSISM 2210 Learning Objectives	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
<p>EL01</p> <p>Students construct an integrated perspective on history and the factors that shape human activity.</p>	<p>CO1 - Discuss and evaluate important developments in sport in the United States in the 19th century with reference to relevant social, economic, political, and/or cultural contexts.</p>	<p>Demonstrates sophisticated understanding of the complexity of historical events and trends and of explanations of historical change.</p>	<p>Demonstrates adequate understanding of the complexity of historical events and trends and of explanations of historical change.</p>	<p>Demonstrates partial understanding of the complexity of historical events and trends and of explanations of historical change.</p>	<p>Demonstrates surface understanding of the complexity of historical events and trends and of explanations of historical change.</p>
<p>EL02</p> <p>Students describe and analyze the origins and nature of contemporary issues.</p>	<p>CO2 - Develop clear, consistent, and sustainable historical arguments with respect to the role(s) of industrialization, urbanization, modernization, nationalism, the mass media, and/or changing patterns of leisure and labor in shaping 19th century sport in the U.S.</p>	<p>Organizes and synthesizes evidence to bring into focus important patterns, differences, or similarities.</p>	<p>Organizes evidence to bring into focus important patterns, differences, or similarities.</p>	<p>Organizes evidence but not in a way that effectively brings into focus important patterns, differences, or similarities.</p>	<p>Presents evidence, but without organization that brings into focus important patterns, differences, or similarities.</p>
<p>EL03</p> <p>Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts</p>	<p>CO3 - Support historical arguments from a range of primary and secondary sources.</p>	<p>Uses evidence to develop an original analysis or synthesis. Skillfully reconciles or refutes differing interpretations and/or conflicting evidence.</p>	<p>Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Makes a significant attempt to reconcile or refute differing interpretations and/or conflicting evidence.</p>	<p>Information is taken from source(s) with some attempt to interpret/evaluate but not enough to develop a coherent analysis or synthesis. Some attempt to reconcile or refute differing interpretations and/or conflicting evidence.</p>	<p>Information is taken from source(s) without interpretation/evaluation. No significant attempt to reconcile or refute differing interpretations and/or conflicting evidence.</p>