

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 2211
Course Title History of Sport in 20th Century America
Transcript Abbreviation Hist Sp 20 Cent Am
Course Description Explores intersection between sport and society in 20th century America. Emphasis on consumerism; race, class, gender & ethnicity; mass media; sport in a global world.
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 211.

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 in 20th century America provide a lens through which social, intellectual, scientific, and technological change can be examined.

Previous Value

Content Topic List

- Sport and Consumerism
- Sport and the Mass Media
- Sport, Nationalism and Globalism
- Race, Class, Gender and Ethnicity
- Professionalization of Sport
- Sport and Ideology

Attachments

- KNSISM 2211 SP 17 QM Final.doc

(Syllabus. Owner: Folden Jr, H Eugene)

- KNSISM2211.pdf: in person

(Syllabus. Owner: Folden Jr, H Eugene)

- KNSISM 2211 OL.pdf

(Syllabus. Owner: Turner, Brian Allen)

COURSE CHANGE REQUEST
2211 - Status: PENDING

Last Updated: Odum, Sarah A.
11/22/2016

Comments

- See 11-1-16 e-mail to G Folden. *(by Vankeerbergen, Bernadette Chantal on 11/01/2016 12:53 PM)*
- Approved 9/19/2016 by EHE Curriculum Committee

Updated subsidy to Baccalaureate as this course is required for the Sport Industry major *(by Odum, Sarah A. on 09/27/2016 02:50 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Folden Jr, H Eugene	09/01/2016 01:59 PM	Submitted for Approval
Approved	Folden Jr, H Eugene	09/01/2016 01:59 PM	Unit Approval
Approved	Odum, Sarah A.	09/27/2016 02:50 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	09/29/2016 05:27 PM	ASCCAO Approval
Submitted	Folden Jr, H Eugene	09/30/2016 10:47 AM	Submitted for Approval
Approved	Folden Jr, H Eugene	09/30/2016 10:50 AM	Unit Approval
Approved	Odum, Sarah A.	10/07/2016 09:40 AM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	11/01/2016 12:54 PM	ASCCAO Approval
Submitted	Turner, Brian Allen	11/18/2016 09:27 AM	Submitted for Approval
Approved	Folden Jr, H Eugene	11/22/2016 11:55 AM	Unit Approval
Approved	Odum, Sarah A.	11/22/2016 01:03 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole	11/22/2016 01:03 PM	ASCCAO Approval

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

KNSISM 2211

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

Autumn 2016
MWF 8-8:55 a.m., Campbell Hall 252
27186

Marc Horger

PAES A240

Office Hours: M 1-3 p.m. and by appointment

Phone #: 292-1427

horger.2@osu.edu

(Please include "KNSISM 2211" in subject line)

KNSISM 2211 examines the role of sport in American society since the turn of the twentieth century. Topics of discussion will include the development of competitive athletics as commercial entertainment; the impact of competitive sport on mass media, and vice-versa; sport's intersection with race relations and gender roles; the culture of athletic celebrity; the spread of athletic competition and physical culture throughout the American educational system; the organizational growth of various significant athletic leagues and organizations; and the relationship of athletics to cultural identity. We will also examine related developments such as urbanization and industrialization, the growth of consumer-oriented culture, racial segregation and the Civil Rights movement, and the growing impact of American culture and American political power around the world.

KNSISM 2211 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

1. Will understand how the examination of sport, physical culture and the changing concept of the body in 20th century America provide a lens through which social, intellectual, scientific, and technological change can be examined; will better understand the rise of consumer culture and mass media; will better understand twentieth century social movements such as the civil rights and women's rights movements; and better grasp America's growing presence in global politics.
2. Will be able to think critically about historical issues and historical processes, and be better able to read and interpret historical information.
3. 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.
4. 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.
5. 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*; Mark Dyreson, *Making the American Team*; Robert Burk, *Much More Than a Game*; Jackie Robinson, *I Never Had it Made*; David Halberstam, *Breaks of the Game*; and Walter LaFeber, *Michael Jordan and the New Global Capitalism*.** 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 and http://studentaffairs.osu.edu/resource_csc.asp

If the instructor suspects that a student has committed academic misconduct in this course, he is obligated by University Rules to report those 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).

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:

[EHE EdTech](#)

[EHE Homepage](#)

[EHE Technology Services](#)

[EHE Advising](#)

[OSU Advising](#)

[OSU Student Financial Aid](#)

[EHE Student Life](#)

[OSU Student Life](#)

[OSU Student Advocacy Center](#)

[OSU Library](#)

[Dennis Learning Center](#)

[OSU Undergraduate Support Services](#)

[EHE Undergraduate Student Services](#)

[EHE Career Services](#)

[OSU Career Services](#)

[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 24, 26: Urbanization, Industrialization, and the Social Context of Team Sport

Reading: Rader, ch. 7-8

August 29-September 2: College Athletics, Instrumental Sport, and the Fetish of Amateurism

Reading: Rader, Ch. 11; Begin Dyreson, *Making the American Team*.

September 7, 9: USA! USA!! Or, Nationalism and American Identity

Reading: Complete Dyreson, *Making the American Team*. **No Class Monday,**

September 5, Labor Day

September 12-16: Baseball, Boxing, and the Business of American Entertainment

Reading: Rader, ch. 10; Burk, *Much More Than a Game*, ch. 1

September 19-23: The Golden Age of ~~American Sport~~ Small-Time Hustlers

Reading: Rader, ch. 9, 12. **Midterm September 23**

September 26-30: Boom, Depression, and War

Reading: Burk, *Much More Than a Game*, ch. 2-3

October 3-7: Post-War, Cold War America

Reading: Rader, ch. 14; Robinson, *I Never Had it Made*, through p. 122

October 10, 12: Cities, Suburbs, and Civil Rights

Reading: Finish Robinson, *I Never Had it Made*

October 17-21: Television, Marketing, and the Quest for Revenue

Reading: Rader, ch. 15-17. **First paper due October 21**

October 24-28: Free Agency, Public Financing, and Other Forms of Income Inequality

Reading: Burk, ch. 5-6; Begin Halberstam, *Breaks of the Game*

October 31-November 4: The Personal As Political, and Vice-Versa

Reading: Muhammad Ali Fun-Pak (online)

November 7, 9: The Modern Media Celebrity

Reading: Complete Halberstam, *Breaks of the Game*. **No class November 11, Veterans**

Day

November 14-18: Title IX, Gender Equity, and the Quest for Revenue

Reading: Susan Ware, *Game, Set Match* (selected chapters, online).

November 21: Gentrification, Deindustrialization, and the Social Context of Team Sport

Reading: Rader, ch. 18-20; Burk, *Much More Than a Game*, ch. 7-8. **Second paper due**
November 21

November 28-December 2: Mass, Niche, and Global

Reading: Begin LaFeber, *Michael Jordan and the New Global Capitalism*

December 5, 7: Thrilling Conclusion

Reading: Finish LaFeber, *Michael Jordan and the New Global Capitalism*

Final Exam: Monday, December 12, 8 a.m.

GEC	KNSISM 2211 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 20th 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 race, gender, class, cultural identity, economic forces, and/or social change in shaping 20th 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 2211

Sport, Physical Culture and the Body in Twentieth-Century America

Marc Horger

PAES A240

Office Hours:

Phone #: 292-1427

horger.2@osu.edu

(Please communicate in the course via your OSU email identity, and include “KNSISM 2211” in subject line)

KNSISM 2211 examines the role of sport in American society since the turn of the twentieth century. Topics of discussion will include the development of competitive athletics as commercial entertainment; the impact of competitive sport on mass media, and vice-versa; sport's intersection with race relations and gender roles; the culture of athletic celebrity; the spread of athletic competition and physical culture throughout the American educational system; the organizational growth of various significant athletic leagues and organizations; and the relationship of athletics to cultural identity. We will also examine related developments such as urbanization and industrialization, the growth of consumer-oriented culture, racial segregation and the Civil Rights movement, and the growing impact of American culture and American political power around the world.

KNSISM 2211 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.

Following successful completion of this course, students

1. Will understand how the examination of sport, physical culture and the changing concept of the body in 20th century America provide a lens through which social, intellectual, scientific, and technological change can be examined; will better understand the rise of consumer culture and mass media; will better understand twentieth century social

movements such as the civil rights and women's rights movements; and better grasp America's growing presence in global politics.

2. Will be able to think critically about historical issues and historical processes, and be better able to read and interpret historical information.
3. 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.
4. 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.
5. 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.

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 and

http://studentaffairs.osu.edu/resource_csc.asp

If the instructor suspects that a student has committed academic misconduct in this course, he is obligated by University Rules to report those 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 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 of Student Life Disability Services, 098 Baker Hall, 614-292-3307 to coordinate reasonable accommodations; <http://www.ods.osu.edu/>. 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:

Student/Academic Support Services

[EHE EdTech](#)

[EHE Homepage](#)

[EHE Technology Services](#)

[EHE Advising](#)

[OSU Advising](#)

[OSU Student Financial Aid](#)

[EHE Student Life](#)

[OSU Student Life](#)

[OSU Student Advocacy Center](#)

[OSU Library](#)

[Dennis Learning Center](#)

[OSU Undergraduate Support Services](#)

[EHE Undergraduate Student Services](#)

[EHE Career Services](#)

[OSU Career Services](#)

[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](#)

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 final examination.

Two texts are required: LaFeber, Walter, *Michael Jordan and the New Global Capitalism*, and Robinson, Jackie, *I Never Had It Made*. 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 examination** (30%), and **satisfactory completion of required elements and participation in moderated online discussions** (10%). All written work, including the final examination, 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:

92.5 and above% 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 -69.9	D+
60-67.4	D
Less than 60%	E

(Some percentages are approximate.)

Discussion, Communication, and Writing Guidelines

The following are guidelines for communicating with one another here in KNSISM 2211. 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, 614-247-TECH) or OCIO help and support (8help@osu.edu, 614-688-HELP)

Note on GE assessment: Historical Study learning goals shall be assessed and reported in this course by comparing student performance on the term paper (pretest) and final examination paper (post-test) in each assessed learning outcome (ELO1, ELO2, ELO3) on a scale from 0-4. See appended 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.

PART I: ORGANIZED

1) Organized Team Sport in the Twentieth Century

The City Hall and Gulick	Playgrounds and Parks Organized, Team, Sport	Olympiad The Arc of Amateurism
-----------------------------	---	-----------------------------------

Introduce the economic, social, political, and cultural contexts in which sport operated in the early twentieth century (ELO1)

Establish the ideological origins of the idea, common in the twentieth century, that sport, especially organized team sport, was a positive social and cultural force (ELO1, ELO2)

Introduce the institutions which spread the idea of sport as a social good (ELO1, ELO2)

Sources:

Luther Halsey Gulick, Readings on Organized Play (ELO3)

2) The Business of the American Pastime

Organized Baseball The Ballpark in the City	The Doubleday Myth The Dead Ball Era	The Fix
--	---	---------

Introduce the basic business practices and organizational structures of Organized Baseball at the beginning of the twentieth century (ELO1)

Situate the ballpark in the industrial city, both literally and figuratively (ELO1)

Contextualize baseball's self-consciously cultivated public image as the "American Game" as a business and a cultural strategy (ELO1, ELO2)

Summarize the "dead ball era" of baseball history, on and off the field (ELO1)

Contextualize the 1919 World Series "fix" (ELO1, ELO2)

Sources:

Spalding, *America's National Game*, excerpts (ELO3)

White, *Creating the National Pastime*, selected chapters (ELO3)

Assessment: Précis assignment (250-300 words)

3) Campus vol. I

The Football Problem The Forward Pass	Players and Coaches Amateurs and Professionals
--	---

Introduce the state and extent of intercollegiate athletics at the turn of the twentieth century, including the national spread of college football and the growing bureaucratization of intercollegiate athletic management (ELO1)
Discuss developments on college football which lead to the adoption of the forward pass and the establishment of the ICAA/NCAA (ELO1, ELO2)
Examine the paradox of professionalized social values embedded in “amateur sport” (ELO2)

Sources:

Game Film, Chicago-Michigan and Yale-Princeton, 1903, loc.gov (ELO3)
Early 20th century playbooks by Fielding Yost, Percy Houghton (ELO3)

4) The Color Line

Jim Crow	Jim Thorpe
Jack Johnson	Paul Robeson

Introduce public policy with respect to race, segregation, and discrimination at the turn of the twentieth century, including political disfranchisement and “Jim Crow” patterns of segregation (ELO1, ELO2)
Connect public policies and cultural attitudes with respect to race to discrimination in the world of sport (ELO2)
Introduce important athletic figures of color such as Jack Johnson, Jim Thorpe, and Paul Robeson (ELO2)

Sources:

Lomax, *Black Baseball Entrepreneurs, 1902-1931*, Ch. 5 (ELO3)
Lamb, *Conspiracy of Silence: Sportswriters and the Long Campaign to Desegregate Baseball*, selected chapters (ELO3)
Selected newspapers, coverage of Johnson-Jeffries fight, 1910 (ELO3)

Assessment: Précis assignment (250-300 words)

5) Sport At War

The American Century	Sport Over There
Progressive Preparedness	1919

Position the United States in the international political/economic system of the early twentieth century (ELO1)
Discuss parallels between the American “preparedness” campaign and larger trends in American culture which historians describe as the “Progressive” movement (ELO1, ELO2)

Examine the role of organized team sport in mobilization and training for WWI, including the role of sport in the AEF (ELO1, ELO2)

Sources:

Raycroft, *Mass Physical Training*, excerpts (ELO3)

Spalding's Basket Ball Guide, excerpts (ELO3)

Assessment: Essay, organized team sport and American nationalism (750-1000 words)

PART II: MASS

6) Personality and Publicity

The Midcentury Mass Media

The House That Ruth Built

The Roaring Twenties

The Farm That Rickey Built

Big Time

Small Time

Trace major developments in American mass media which impact sport throughout much of the twentieth century, including radio, film, and print media (ELO1)

Contextualize what some still refer to as the "Golden Age of Sport" in the major social, economic, political, and cultural developments of the post-WWI period (ELO2)

Trace relationships between mass media, consumer culture, publicity, and celebrity in the world of sport in the 1920s (ELO2)

Sources:

Ashby, *With Amusement For All*, Ch. 6 (ELO3)

White, *Creating the National Pastime*, selected chapters (ELO3)

7) Campus vol. II

Build

Subsidize

Ascend

Criticize

Trace the national spread of intercollegiate athletics as major sport-entertainment in the 1920s and 1930s, including the role of debt-financed facilities construction (ELO1)

Introduce ideas critical of the size and scope of intercollegiate athletics, including the role of the Carnegie Report in shaping criticism of college sport as subsidized entertainment (ELO1, ELO2)

Sources:

O'Toole, "John L. Griffith and the Commercialization of College Sports on Radio,"

Journal of Sport History (ELO3)

Carnegie Report, excerpts (ELO3)

Saturday Evening Post, selected articles (ELO3)

Assessment: Essay, college football and American popular culture (750-1000 words)

8) The Global Crises

The Great Depression
American Heroes

Everybody's Favorite War
The Duration

Delineate America's relationship to the international economic, political, and military crises of the 1930s and 1940s, including the Great Depression and World War Two (ELO1)

Show how these crises, and American response to same, shaped domestic culture, including the culture of sport (ELO1, ELO2)

Discuss major athletic figures such as Joe Louis and Jesse Owens and explore how their national reputations were shaped by international politics (ELO2)

Discuss the relationship of sport, collegiate and professional, to wartime mobilization (ELO1)

Sources:

Rominger, "From Playing Field to Battleground," *Journal of Sport History* (ELO3)

Demas, "The Brown Bomber's Dark Day," *Journal of Sport History* (ELO3)

9) Postwar America

The Cold War (x2)
The Suburbs

The Civil Rights Movement (x2)
The Highway and The Skyway

Explore the major national and international factors shaping American culture in the post-WWII period, including the Cold War, the Civil Rights Movement, the Great Migration, suburbanization and other demographic shifts, economic prosperity, and new transportation and communication technologies (ELO1, ELO2)

Contextualize major developments in postwar sport, particularly with respect to the Cold War, civil rights, and demographic change (ELO1, ELO2)

Discuss structural factors in American economic and cultural life which allowed for the significant expansion of sport-entertainment in the second half of the twentieth century (ELO2)

Sources:

Burk, *Marvin Miller, Baseball Revolutionary* (ELO3)

10) 42

The Thin End of the Wedge

Segregation and Integration

Explore Jackie Robinson's unique role in American culture, including but not limited to his role in integrating Major League Baseball (ELO2)

Discuss major developments in the business and cultural status of organized baseball in the years after WWII (ELO1)

Sources:

Robinson, *I Never Had it Made* (ELO3)

Assessment: Essay, Jackie Robinson and the American experience (1000 words)

11) The Television Problem

The Competitor
The Ring

The Gate
The Cartel

Leaguethink
Portions Previously Recorded

Roone

Examine the impact of commercial broadcast television on the business and culture of sport after WWII (ELO1)

Trace changes in the relationship between major sports organizations and broadcast television over time, including the gradual shift away from perceiving television as a threat and toward perceiving television as a business partner and force multiplier (ELO1, ELO2)

Sources:

Oriard, *Brand NFL*, selected chapters (ELO3)

Vogan, *Keepers of the Flame*, selected chapters (ELO3)

12) Ali's America

"Clay is part of the Beatle movement"
FOI

'Nam
1968

Ego
GOAT

Explore Muhammad Ali's unique role in American culture, including but not limited to his role in changing the nature of monetized athletic celebrity and his role in shaping American cultural politics in the 1960s and 1970s (ELO2)

Explore the increased political, social, and cultural polarization of American culture in the 1960s and 1970s as the result of developments such as the Civil Rights Movement, the Vietnam War, and the major social movements of the 1960s and 1970s (ELO2)

Sources:

Muhammad Ali, selected journalism 1964-present (ELO3)

Assessment: Term paper, choice of topics examining the role of sport in postwar American culture (5-7 pp.)

PART III: NICHE

13) The Rise of Free Agency

Marvin Miller	Multiplicity of Revenue
Collective Bargaining	Corporate Naming Rights Arena
Official Mini-Lecture of the 1984 Summer Olympics	

Trace the decline of market controls in major American professional sports such as the reserve clause and limited availability of “major league” franchises (ELO1)

Trace the emergence of collective bargaining between labor and management in major American professional sports (ELO1)

Explore the changes in both the business and culture of professional sport driven by the emergence of limited free agency (ELO1, ELO2)

Trace the shift away from a single-revenue “paid admission” business model to a multiple-revenue “sponsors and partners” business model (ELO1)

Explore the changes in both the business and culture of professional sport driven by the emergence of a larger number of more niche-targeted media, broadcast, and cable television outlets in the last two decades of the twentieth century (ELO1, ELO2)

Sources:

Burk, *Marvin Miller, Baseball Revolutionary* (ELO3)

14) Campus vol. III

The Golden Age of the Grant-In-Aid	BCS
CFA	Title IX

Examine the structure of major intercollegiate sport from the early 1970s to the mid-2010s, during which time the NCAA functioned more effectively as a national regulatory body than earlier in the century (ELO1)

Examine the changing business and legal relationships between the NCAA and its broadcast partners (ELO1)

Examine the impact of Federal regulatory action, including antitrust activity and the implementation of Title IX of the Civil Rights Act of 1972, on the conduct of intercollegiate athletics (ELO2)

Examine the emergence of demand for, and the efforts to supply, a “true” Division I football National Champion, and examine how these efforts reshaped the business of intercollegiate athletics (ELO1, ELO2)

Sources:

Smith, *The Sons of Westwood* (ELO3)

15) Above The Rim

The Garden
The Spread

The Clock
The Tournament

The Demo
The Shoe

Summarize and expand on major themes of the course through the lens of college and professional basketball in the twentieth century (ELO1, ELO2)

Sources:

LaFeber, *Michael Jordan and the New Corporate Capitalism* (ELO3)

16) Title IX and Other Revolutions

Look and You Will Find It
Babe

BJK
The Open Era

Hamil and Fleming
The Constant Variety of Sport

Summarize and expand on major themes of the course through the lens of competitive sport for women in the twentieth century (ELO1, ELO2)

Sources:

Ware, *Game, Set, Match* (ELO3)

Austin, *Democratic Sports*, selected chapters (ELO3)

Spalding Guides, selections (ELO3)

Final Examination: Summary essay, 6-8 pp., to be submitted exam week

Source Bibliography

Module 1

Basket Ball For Women (New York: American Sports Publishing Company, 1903)
Spalding's Official Basket Ball Guide 1898-99 (New York: American Sports Publishing Company, 1898)
Gulick, Luther Halsey, "Team Games and Civic Loyalty," *The School Review* 14(Nov. 1906), pp. 676-78.

Module 2

Spalding, Albert, *America's National Game* (New York: American Sports Publishing Company, 1911), pp. 3-26, 361-80.
White, G. Edward, *Creating The National Pastime: Baseball Transforms Itself* (Princeton: Princeton University Press, 2014). Selected chapters via Project Muse/OSU Library

Module 3

Yost, Fielding, *Football For Player And Spectator* (Ann Arbor: University Publishing Company, 1905)
Houghton, Percy, *Football And How To Watch It* (Boston: Marshall Jones Company, 1922)
Chicago v. Michigan, 1903, game film at loc.gov: <https://www.loc.gov/item/mp73006300>
Princeton v. Yale, 1903, game film at loc.gov: <https://www.loc.gov/item/00563607/>

Module 4

Lomax, Michael, *Black Baseball Entrepreneurs, 1902-1931* (Syracuse: Syracuse University Press, 2014). Selected chapters via Project Muse/OSU Library
Lamb, Chris, *Conspiracy of Silence: Sportswriters and the Long Campaign to Desegregate Baseball* (Lincoln: University of Nebraska Press, 2012). Selected chapters via Project Muse/OSU Library
New York *Times*, July 5, 1910, selected articles
Chicago *Tribune*, July 5, 1910, selected articles

Module 5

Raycroft, Joseph, *Mass Physical Training For Use In The Army and the Reserve Officers' Training Corps* (Washington: United States Infantry Association, 1920)
Spalding's Official Basket Ball Guide 1917-18 (New York: American Sports Publishing Company, 1917)

Module 6

Ashby, LeRoy, *With Amusement For All: A History of American Popular Culture Since 1830* (Lexington: The University Press of Kentucky, 2006). Selected chapters via Project Muse/OSU Library

White, G. Edward, *Creating The National Pastime: Baseball Transforms Itself* (Princeton: Princeton University Press, 2014). Selected chapters via Project Muse/OSU Library

Module 7

O'Toole, Kathleen, "John L. Griffith and the Commercialization of College Sports on Radio in the 1930s," *Journal of Sport History* 40(Summer 2013), pp. 241-257

Savage, Howard, et. al., *American College Athletics* (New York: The Carnegie Foundation For The Advancement of Teaching, 1929)

Module 8

Demas, Lane, "The Brown Bomber's Dark Day: Louis-Schmeling I and America's Black Hero," *Journal of Sport History* 31(Fall 2004), pp. 252-71

Rominger, "From Playing Field to Battleground: The United States Navy V-5 Preflight Program in World War II," *Journal of Sport History* 12(Winter 1985), pp. 252-64

Module 9

Burk, Robert, *Marvin Miller, Baseball Revolutionary* (Champaign: University of Illinois Press, 2015). Selected chapters via Project Muse/OSU Library

Module 10

Robinson, Jackie, *I Never Had It Made* (New York: Putnam, 1972)

Module 11

Oriard, Michael, *Brand NFL* (Chapel Hill: The University of North Carolina Press, 2010). Selected chapters via Project Muse/OSU Library

Vogan, Travis, *Keepers of the Flame: NFL Films and the Rise of Sport Media* (Champaign: University of Illinois Press, 2014). Selected chapters via Project Muse/OSU Library

Module 12

Plimpton, George, "Miami Notebook," *Harper's*, April 1964

Wolfe, Tom, "The Marvelous Mouth," *Esquire*, October 1963

Parks, Gordon, "The Redemption of the Champion," *Life*, September 11, 1966
"The Black Scholar Interviews Muhammad Ali," *The Black Scholar*, June, 1970
Lipsite, Robert, "'I Don't Have To Be What You Want Me To Be,' Says Muhammad Ali," *New York Times*, March 7, 1971
Mailer, Norman, "Ego," *Life*, March 19, 1971
"Playboy Interview: Muhammad Ali," *Playboy*, November 1975
Greene, Bob, "Muhammad Ali Is The Most Famous Man In The World," *Esquire*, December 1983
Talese, Gay, "Boxing Fidel," *Esquire*, September 1996.

Module 13

Burk, Robert, *Marvin Miller, Baseball Revolutionary* (Champaign: University of Illinois Press, 2015). Selected chapters via Project Muse/OSU Library

Module 14

Smith, John Matthew, *The Sons of Westwood: John Wooden, UCLA, and the Dynasty That Changed College Basketball* (Champaign: University of Illinois Press, 2013). Selected chapters via Project Muse/OSU Library

Module 15

LaFeber, Walter, *Michael Jordan and the New Global Capitalism* (New York: W.W. Norton, 2002)

Module 16

Ware, Susan, *Game, Set, Match: Billie Jean King and the Revolution in Women's Sports* (Chapel Hill: The University of North Carolina Press, 2011). Via Project Muse/OSU Library
Austin, Brad, *Democratic Sports: Men's and Women's College Athletics During the Great Depression* (Fayetteville: University of Arkansas Press, 2015). Selected chapters via Project Muse/OSU Library
Basket Ball For Women (New York: American Sports Publishing Company, 1903)
Spalding's Official Basket Ball Guide For Women 1916-17 (New York: American Sports Publishing Company, 1916)

GE	KNSISM 2211 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 20th 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 race, gender, class, cultural identity, economic forces, and/or social change in shaping 20th 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.