Term Information

Effective Term  
Spring 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
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)

Comments

• 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

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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

(Please communicate in the course via your OSU email identity, and 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. Course 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.

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).

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](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 Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; [http://www.ods.osu.edu/](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
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
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: 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 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. Student achievement of GEC learning objectives [ELO1, ELO2, ELO3] will be evaluated in all graded writing assignments.

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**
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. 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)
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)

Lectures

Tradition | The Chesapeake | The Puritans
Mercantilism | Prowess | Republicanism

Sources (ELO3)

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)

Lectures

Modernity  Canals and Markets  The Transformation of Work
The Transformation of Time and Space  The National Front Door

Sources (ELO3)

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)

Lectures

Thoroughbreds and Trotters  Introduction to Modernization
American Eclipse  The Mass Manufactured Image

Sources (ELO3)

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)

Lectures

Modernization Theory                     Thoroughbreds and Trotters
American Eclipse                         The Mass Manufactured Image

Sources (ELO3)

Gorn, The Manly Art
American Fistiana
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)

Lectures

A Nation of Joiners                     Young America
The World of Print                     The Dueling Macbeths

Sources (ELO3)

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)

Lectures
Stick and Ball
The Early Baseballers
Why Not Cricket?
The New York Game

Sources (ELO3)
Baseballll 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 19th century (ELO1, ELO2)

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

Sources (ELO3)
Health Fad literature: Phrenology, Grahamism, Water Cure
Module 8

Production, Distribution, Consumption: The Late-19th 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)

Lectures

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

Sources (ELO3)

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)

Lectures

The Emergence of Professionals Wait, What’s an “Amateur”?
The National League Organized Baseball

Sources (ELO3)
Baseball guides and rule books from Spalding, Ward, Chadwick

Assessment: Essay, museum exhibit of 19th-century sporting guides (750-1000 words)

Module 10

Media, Spectacle, and Manhood: Or, I’m John L. Sullivan and I Can Lick Any Sonnava***ch 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)

Lectures
Occupation: Champ
Richard Kyle Fox and the Police Gazette
Richard Kyle Fox and the Police Gazette

Sources (ELO3)

Gorn, The Manly Art
Prize fighting coverage from National Police Gazette, 1880s

Module 11

The Color Line: Race and Racism in the Late 19th Century

Objectives
Outline cultural politics and public policy with respect to race in last third of 19th 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)

Lectures

Civil Rights
Disfranchisement

The Lens of Race
Jim Crow
Sources (ELO3)

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)

Lectures

Sport Toward The Top Old Smoke, The Ponies, and The Machine
The Amateur Athletic Union Compensatory Physicality

Sources (ELO3)

History of American Amateur Athletics, 1885
New York Athletic Club Journal, 1892

Module 13

The Campus: Amateurism, Class Spirit, and the College Man

Objectives

Explore emergence of competitive intercollegiate sport in second half of nineteenth century: rowing, baseball, track & field, football (ELO1)
Discuss emergence of college football as a major national sport culture in the context of changes in the daily newspaper and other mass media (ELO1)
Trace development of rules and traditions of American Football (ELO1)

Lectures

Intercollegiate Competition The Big Game Camp and Company
The American University and the American Newspaper
**Sources** (ELO3)

Oriard, *Reading Football*
Stagg and Williams, *Football*, 1893
*Foot Ball Rules and Referee’s Book*, 1888
*Spalding’s Official Foot Ball Guides*, 1893, 1899

**Assessment:** Term paper, choice of topics comparing cultures of prize fighting and college football (5-7 pp.)

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**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)

**Lectures**

The Ever-Saddled Horse  The Craze  The L.A.W.

**Sources** (ELO3)

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

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**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)

**Lectures**

The Base Ball World Tour  The Brotherhood
**Sources** (ELO3)

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

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**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)

**Lectures**

Muscular Christianity and Organized Play  
Gulick and Naismith  
Amateur Professionals and Professional Amateurs  
Indoors

**Sources** (ELO3)

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

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

Required Texts


Module 1

Virginia Gazette, 10/7/1737
“The King's Majesty's Declaration to His Subjects Concerning Lawful Sports to Be Used,” 1633.
“An Act to Prevent Horse-Racing, and for other Purposes therein mentioned,” passed 3/19/1802 Laws of New York 25th series?
“An Act to Prevent Horse Racing,” excerpt, Laws of New Jersey, passed 2/15/1811

Module 2


Module 3

“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 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 Fistiana (New York: H. Johnson, 1849)

Module 5

“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
“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://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 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)

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<table>
<thead>
<tr>
<th>GEC</th>
<th>KNSISM 2210 Learning Objectives</th>
<th>Capstone (4)</th>
<th>Milestone (3)</th>
<th>Milestone (2)</th>
<th>Benchmark (1)</th>
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</thead>
<tbody>
<tr>
<td>ELO1</td>
<td>Students construct an integrated perspective on history and the factors that shape human activity.</td>
<td>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.</td>
<td>Demonstrates sophisticated understanding of the complexity of historical events and trends and of explanations of historical change.</td>
<td>Demonstrates adequate understanding of the complexity of historical events and trends and of explanations of historical change.</td>
<td>Demonstrates partial understanding of the complexity of historical events and trends and of explanations of historical change.</td>
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<tr>
<td>ELO2</td>
<td>Students describe and analyze the origins and nature of contemporary issues.</td>
<td>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.</td>
<td>Organizes and synthesizes evidence to bring into focus important patterns, differences, or similarities.</td>
<td>Organizes evidence to bring into focus important patterns, differences, or similarities.</td>
<td>Organizes evidence but not in a way that effectively brings into focus important patterns, differences, or similarities.</td>
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<tr>
<td>ELO3</td>
<td>Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts</td>
<td>CO3 - Support historical arguments from a range of primary and secondary sources.</td>
<td>Uses evidence to develop an original analysis or synthesis. Skillfully reconciles or refutes differing interpretations and/or conflicting evidence.</td>
<td>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.</td>
<td>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.</td>
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