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 Indstry 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? No

Previous Value
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 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)

Comments

Workflow Information

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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 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. 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 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/. 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: 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. 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
- **90 - 92.4**  
  - A-
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. 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.

PART I: ORGANIZED

1) Organized Team Sport in the Twentieth Century

The City  Playgrounds and Parks  Olympiad
Hall and Gulick  Organized, Team, Sport  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 Doubleday Myth  The Fix
The Ballpark in the City  The Dead Ball Era

*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  Players and Coaches
The Forward Pass  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 Roaring Twenties Big Time
The House That Ruth Built The Farm That Rickey Built 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 Ascend
Subsidize 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)
8) The Global Crises

The Great Depression          Everybody’s Favorite War
American Heroes               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 Civil Rights Movement (x2)
The Suburbs               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 Gate  Leaguethink  Roone
The Ring  The Cartel  Portions Previously Recorded

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”  ‘Nam  Ego
FOI  1968  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
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  BJK  Hamil and Fleming
Babe  The Open Era  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)

Module 2


Module 3

Yost, Fielding, Football For Player And Spectator (Ann Arbor: University Publishing Company, 1905)
Haughton, 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
New York Times, July 5, 1910, selected articles
Chicago Tribune, July 5, 1910, selected articles

Module 5

Module 6

Module 7

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

Module 9

Module 10

Module 11

Module 12
“Playboy Interview: Muhammad Ali,” Playboy, November 1975

Module 13
Burk, Robert, Marvin Miller, Baseball Revolutionary (Champaign: University of Illinois Press, 2015). Selected chapters via Project Muse/OSU Library

Module 14

Module 15

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)
<table>
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<th>Milestone (3)</th>
<th>Milestone (2)</th>
<th>Benchmark (1)</th>
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<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 20th 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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<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 race, gender, class, cultural identity, economic forces, and/or social change in shaping 20th 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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<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/evaluation 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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