

## Request for Undergraduate Course Addition

Prepare one paper copy with all signatures and forward to Bernice Bullock in the Faculty Senate office. Additionally, immediately following attainment of the College Curriculum Chair signature, send one identical ELECTRONIC COPY sans signatures in PDF format with all supporting documentation converted to PDF format by email to Bernice Bullock in the Faculty Senate office.

College: COEHS Department/Division: KIN (ESS) Alpha Designator/Number: ESS 418 Graded:  CR/NC:   
 Contact Person: Dr. Gregg Twietmeyer Phone: 696-2938

**NEW COURSE DATA:**

New Course Title: ESS 418 - Ancient & Medieval Sport History  
 Alpha Designator/Number: 

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 Title Abbreviation: 

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 (Limit of 25 characters and spaces.)  
 Course Description (Limit of 30 words): 

An in depth investigation of the role of sport in ancient & medieval societies. Course focuses on ancient Greece, Rome, and medieval Europe, but will also briefly cover non-Western cultures .
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 Co-requisite(s): \_\_\_\_\_ First Term to be Offered: Spring 2010  
 Prerequisite(s): \_\_\_\_\_ Credit Hours: 3.0  
 Course(s) being deleted in place of this addition (*must submit course deletion form*): \_\_\_\_\_

**CHECKLIST/REQUIREMENTS**

1. After completing this two page form in its entirety, include a complete syllabus and route through the departments/committees below.
2. A complete syllabus can be from when this course was previously taught as a special topics course or by creating a new, intended syllabus to use with the course. The sample syllabus must at a minimum address the following areas:
  - a. COURSE OBJECTIVES
  - b. COURSE OUTLINE
  - c. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATE
  - d. INSTRUCTIONAL METHODS (Lecture, Lab, Internship, Practicum, etc...)
  - e. EVALUATION METHODS (Unit/Chapter, Midterm, Final, Projects, etc...)
3. If this course will replace a course that is required by another department, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. If this course will be similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
5. Send a copy of this completed form to the Marshall University Catalog Editor.

**SIGNATURES:** (If disapproved at any level, do not sign. Return to previous signer.)

Department Chair/Division Head: _____	Date: _____
Registrar: _____	Date: _____
Librarian: _____	Date: _____
College Dean: _____	Date: _____
College Curriculum Chair: _____	Date: _____
University Curriculum Committee Chair: _____	Date: _____
Faculty Senate Chair: _____	Date: _____
VP Academic Affairs/VP Health Science _____	Date: _____

**Request for Undergraduate Course Addition - Page 2**  
**Additional Information Required for Undergraduate Course Addition**

College: COEHS Department/Division: KIN (ESS) Alpha Designator/Number: ESS-418

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

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1. Identify by name the faculty in your department/division who may teach this course.

Dr. Gregg Twietmeyer, Dr. Jarrod Schenewark

2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimation of money and time required to secure these items.

NA

3. If this course will be required by a department/division other than your own, identify by name.

NA

4. If there are any agreements required to provide clinical experience, attach details and signed agreements.

NA

5. If library resources are deemed inadequate, attach a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

NA

6. EQUIPMENT/SUPPLIES NEEDED TO TEACH THIS COURSE (this does not refer to additional equipment/supplies that need to be purchased; simply what materials are needed in order to teach this course successfully.):

Classroom with desks, PPT Projector, Computer, MU online page, Xerox machine.

7. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE OR GRADUATE COURSE (please also submit to Graduate Council course addition for 5xx graduate component):

NA

8. PROVIDE A COMPLETE BIBLIOGRAPHY INCLUDING ALL PUBLICATIONS RESEARCHED TO CREATE THIS COURSE AND WHAT PUBLICATIONS MAY BE BENEFICIAL TO STUDENTS TAKING THIS COURSE (separate page).

**ESS 418 - Spring 2010**  
**Ancient & Medieval Sport History**  
**Marshall University**  
**121 Gullickson Hall**  
**MWF, 11:00-11:50**

Dr. Gregg Twietmeyer  
Office: 104-D Gullickson Hall  
E-mail: [twietmeyer@marshall.edu](mailto:twietmeyer@marshall.edu)  
Office Hours: 9:30-10:30 MW or by appointment

**I. Course Description**

This course surveys the history of physical activity in ancient & medieval societies. The class will concentrate on three basic areas of physical activity. The course will explore the history of sports, the history of physical education, and the history of ideas and beliefs about physical activity and human nature. The course will focus on ancient Greece, Rome, and medieval Europe, but will also briefly cover non-Western cultures.

**II. Course Objectives**

In completing this course you should:

1. Recognize and appreciate the fundamentally historical character of reality. All human beings literally are – in part – their ancestors. This is true both biologically and culturally.
2. Master basic terminology in ancient sport. (e.g. What is the *circus maximus*? What is *arete*? What is *dualism*, *materialism*, and *holism*?)
3. Master basic historical facts regarding sport in ancient societies. (e.g. Why was sport so important to the Greeks? When did the ancient Olympics begin? How does Roman sport differ from Greek sport, what innovations did the Romans bring to sport? How did the answers to the question “what is a human being?” change from ancient Greece to medieval Europe? How did it stay the same, etc.?)
4. Begin to appreciate the foreign/familiar dichotomy. All cultures are fundamentally human, so we will recognize much in the past. As such ancient cultures are familiar. However ancient cultures are also very different from our own (The Greek ran naked, had no conception of amateurism, etc.). As such ancient cultures are foreign.

5. Begin to evaluate ancient cultures and sporting practices in pursuit of answers to two basic questions. 1. In what ways was ancient sport inferior to modern sport? 2. In what ways is ancient sport superior to modern sport; that is, what can we learn from the past?

### III. **Required Texts**

Miller, S. (2006). *Ancient Greek Athletics*. New York: Yale University Press.

Miller, S. (2004). *Arete: Greek Sports from Ancient Sources*. Berkeley & Los Angeles, CA: University of California Press.

Various readings provided by instructor.

### IV. **Educational Philosophy**

Learning is a challenging and frequently uncomfortable process. All education is in the final analysis self-education. In the learning process teachers serve as an expert guide and mentor in what must be a self-motivated quest by each individual student to acquire knowledge and insight. In order to profit from the learning possibilities provided in this course, students need to attend class regularly, complete on schedule all of the readings and assignments, and participate fully in the learning process. Such a commitment is one of the minimum basic requirements for successfully completing the course. You are responsible for your own education. At best, professors serve as guides to help you find your way through the complexities and confusion which mark the paths toward truth. In this course the burden of learning will be placed squarely on your shoulders—as it is in any effective course.

### V. **Disabilities**

Appropriate accommodations will be made for documented disabilities.

University policy states that it is the responsibility of students with disabilities to contact the Office of Disabled Student Services (DSS) in Prichard Hall 117, phone 304 696-2271 to provide documentation of their disability. Following this, the DSS Coordinator will send a letter to each of the student's instructors outlining the academic accommodation he/she will need to ensure equality in classroom experiences, outside assignment, testing and grading. The instructor and student will meet to discuss how the accommodation(s) requested will be provided. For more information, please visit <http://www.marshall.edu/disabled> or contact Disabled Student Services Office at Prichard Hall 11, phone 304-696-2271.

## VI. Classroom Policies

A structured classroom environment enhances the learning process.

1. No behaviors that disrupt the learning environment will be tolerated.
2. Private conversations are not permitted.
3. Habitual tardiness is not permitted.
4. Leaving class during the lectures or discussions is not appropriate.
5. "Preparing" to leave class before the lecture is over is not appropriate.
6. The reading of newspapers or materials from this or any other courses during class is not permitted.
7. Cellular phones, text messengers, pagers and all other disruptive devices are not permitted to be in use during class and should be turned off.
8. The professor's class attendance policy is no different from that of the University. Each student is responsible for the work conducted in class.
9. Curves or other means of artificially adjusting grades will not be used. Each student will receive the grade earned.
10. Extra credit work is not an option. Those having trouble with the regular work do not need extra work. They need to improve their performance on regular work.
11. Make-up examinations are given only in accordance with the stated policy in this syllabus.
12. Permission from the professor is required to use recording devices during the lecture.
13. Students should adhere to the behaviors expected in a "professional culture."
14. Any behaviors which the professor deems disruptive to the learning environment will be grounds for dismissal from the course.
15. Full compliance with Marshall University's academic integrity policy is required. Cheating, plagiarism, and all other forms academic dishonesty

will not be tolerated.

**VII. Academic Integrity**

Marshall University's Undergraduate Catalog states: "Academic Dishonesty is something that will not be tolerated as these actions are fundamentally opposed to 'assuring the integrity of the curriculum through the maintenance of rigorous standards and high expectations for student learning and performance' as described in Marshall University's Statement of Philosophy. A student, by voluntarily accepting admission to the institution or enrolling in a class or course of study offered by Marshall University accepts the academic requirements and criteria of the institution. It is the student's responsibility to be aware of policies regulating academic conduct, including the definitions of academic dishonesty, the possible sanctions and the appeal process."

**VIII. Attendance Policy and Make-Up Examinations**

Copious empirical data and a host of studies reveal that attendance matters in terms of both learning outcomes and in the procurement of grades. With that warning in mind, students should know that no additional penalties will be applied to those who fail to attend. In other words, you will not be marked down based on attendance. However, experience **strongly suggests** that failure to attend the course creates negative academic outcomes. In other words, students who do not attend class generally do not pass the class.

In accordance with university policies in regards to officially excused absences, students who have university-excused absences may make arrangements with the professor to take an examination **early**. In all other cases make-ups will be essay and/or other format examinations (the format will be determined at the instructor's discretion). There are no make-ups for daily reading quizzes. Those who contact the instructor with a university-excused absence **beforehand** may be excused from the daily reading quiz.

**IX. Methods of Evaluation and Grading**

**Daily Reading Quizzes**

In order to create lively and informed discussions and to make sure that you keep up with the assigned readings, you will be given regular "DAILY READING QUIZZES." The quizzes will cover the assigned readings (as outlined in the course calendar) and will be administered during class. Twenty quizzes will be offered during the semester. Your top 18 quizzes will count toward your grade. As a bonus to any student who takes all twenty quizzes—and all of you should—the professor will count the best fourteen quizzes for those students who take each and every quiz. **Quizzes will start promptly at 11:00. Students who are late to class will not be allowed to take the quiz.**

**X. Discussions**

Regular discussion periods provide students with an opportunity to converse with the professor about the readings and lectures. The discussions will be organized around the reading assignments outlined in the course calendar. Discussions are a crucial part of the learning process and one in which the effort of students to comprehend the material and share ideas is paramount. Do not expect the professor to lecture to you during these periods. Instead, expect the professor to facilitate your understanding of the material through intensive and directed discourse. You must have read the material in order to participate in the discussion. Failure to keep up with the assigned material will result in failure in the course.

**XI. Bonuses for Outstanding Participation**

If, in the opinion of the professor, your participation in the course is excellent and if your final score is near the borderline (generally within one percentage point) of a higher grade, you might find your course grade adjusted upward.

**XII. Examinations**

Five examinations will be administered during the semester. Examinations will consist of multiple choice and T/F questions. Examinations will cover both the readings and lecture material.

First Examination–February 1 (12%)

Second Examination–February 22 (12%)

Third Examination–March 17 (12%)

Fourth Examination–April 9 (12%)

Fifth Examination - April 26 (12%)

Final Examination–TBD

The final examination is comprehensive.

### XIII. Grading Weights and Scale

#### *Weights*

Daily Reading Quizzes-----20%  
Exams 1-4 -----60%  
Final Exam-----20%

#### *Scale*

90% and above-----A  
80-89%-----B  
70-79%-----C  
60-69%-----D  
59% and below-----F

### XIV. Course Outline

#### **January**

- 1/11 Review Syllabus; Introductions.
- 1/13 Lecture 1: Physical Culture, prehistoric & pre Greek sport.
- 1/15 Quiz #1: Miller, *Ancient Greek Athletics*, Chapters 1&2.  
Lecture 2: Why Sport History; Origins of Greek Athletics.
- 1/18 Quiz #2: Miller, *Arete*, Selections from Homer.  
Lecture 3: The Greek Polis and Greek Society.
- 1/20 **MLK Jr. Day - No Class**
- 1/22 Quiz #3: Selections from Plato & Aristotle.  
Lecture 4: Ancient Greek conceptions of the human being.
- 1/25 Quiz #4: Miller, *Ancient Greek Athletics*, Chapters 3&4.  
Lecture 5: The Ancient Crown Games.
- 1/27 Quiz #5: Miller, *Ancient Greek Athletics*, Chapters 6&7.  
Lecture 6: The Ancient Olympics.
- 1/29 Quiz #6: Miller, *Arete*, The Events of a Competition.  
Lecture 7: The Ancient Olympics cont.

## February

- 2/1 Test #1
- 2/3 Review Test; Discussion of Readings.
- 2/5 Film on Ancient Olympics.
- 2/8 Quiz #7: Donald G. Kyle, 'The Only Woman in All Greece';  
Finish Film on Ancient Olympics
- 2/10 Quiz #8: Miller, *Arete*, Women in Athletics, Heroes, Ball Playing.  
Lecture 7: Women, Heroes, Recreation.  
(Read *Ancient Greek Athletics*, Chapters 8-10)
- 2/12 Project: Truth, interpretation and the limitations of historical sources.  
(Female athletes and media coverage).
- 2/15 Quiz #9: Mandell, "Greece," chapter 3 in *Sport: A Cultural History*;  
Lecture 8: Greek Training & Training Facilities.  
Read *Ancient Greek Athletics*, Chapter 11.
- 2/17 Quiz #10: Miller, *Ancient Greek Athletics*, Chapter 12.  
Lecture 9: Sport as Entertainment & The Spread of Greek Athletics.  
Read *Ancient Greek Athletics*, Chapter 12; *Arete* Chapters 11-12.
- 2/19 Quiz #11: Young, "The Modern Origins of Amateurism".  
Lecture 10: Professionals & Amateurs in Ancient Greece.  
Read *Ancient Greek Athletics*, Chapter 13.
- 2/22 Test #2
- 2/24 Review Test; Discussion of Readings
- 2/26 Lecture 11: Politics in Ancient Greek (and Modern) Sport.  
Read *Ancient Greek Athletics*, Chapter 14.

## March

- 3/1 Quiz #12: Kitroeff, "Greece's Olympics";  
Lecture 12: Athletics and Society, Athletics as Arete.  
Read *Ancient Greek Athletics*, Chapters 15-16.
- 3/3 Quiz #13: Selection from Gibbon, "The Decline and Fall of Rome";  
Lecture 13: Ancient Roman Culture and Society

- 3/5 Film: Ancient Discoveries, Galen and Roman Gladiators.
- 3/8 Discussion of Film.
- 3/10 Lecture 14: Ancient Roman Technology & Medicine.
- 3/12 Quiz #14: Donald Kyle, "Hunts and Homicides As Spectacles of Death"  
Lecture 15: Ancient Roman Sport (The Colosseum & Gladiators).
- 3/15 Quiz #15: Matthews, "Chariot Racing".  
Lecture 16: Ancient Roman Sport (The Circus Maximus and other recreations).
- 3/17 Test #3.
- 3/19 Review Test, Discussion of Readings.
- 3/22 **Spring Break - No Class**
- 3/24 **Spring Break - No Class**
- 3/26 **Spring Break - No Class**
- 3/29 Quiz #16: Selections from the *Tao Te Ching*.  
Lecture 17: Non-Western Cultures (Asia & The Middle East)
- 3/31 Lecture 18: Non-Western Cultures (Africa & The Americas)
- April**
- 4/2 Quiz #17: Selections from Augustine & Aquinas.  
Lecture 19: Medieval Understandings of the Human Person (Aquinas and Augustine)
- 4/5 Quiz #18: Carter, "Sports, Recreations, and War in Feudal Europe";  
Lecture 20: Medieval Sport (A culture of play?)
- 4/7 **Assessment Day - No Class**
- 4/9 Test #4
- 4/12 Review Test; Discussion of Readings.

- 4/14 Quiz #19: Allen Guttman, "Sports Spectators from Antiquity ...";  
Lecture 21: Renaissance and Reformation (Luther, Calvin, humanism, etc.)
- 4/16 Quiz #20: Guttman, "From Ritual to Record";  
Lecture 22: Renaissance and Reformation (The New World)
- 4/19 Lecture 23: The Birth of Modernity; (Cartesianism and the Scientific Revolution).
- 4/21 Project: Visions of Kinesiology, Philosophy, and Historical Evidence.
- 4/23 Lecture 24: From Ancient to Modern: Why Sport History Matters.
- 4/26 Test #5.
- 4/28 Review Test; Discussion of Readings.
- 4/30 Final Exam Review, Course Evaluations.

## **X. Reading Assignments Bibliography**

Should unforeseen circumstances arise, the professor reserves the right to make any necessary adjustments to "The Reading Assignments and Examination Schedule." Students will be informed in a timely manner of any changes.

- Quiz 1: Chapters 1 & 2 from Miller, S. *Ancient Greek Athletics*. (New York: Yale University Press, 2006).
- Quiz 2: Homer, selections from the *Iliad* and the *Odyssey*, in Miller, S. ed., *Arete: Greek Sports From Ancient Sources*, 2<sup>nd</sup> ed. (Berkeley: University of California Press, 1991), pp. 1-16.
- Quiz 3: Aristotle. *On The Soul*. (J. Sachs, Trans.) (Santa Fe: Green Lion Press, 2004), pp. 81-88.
- Quiz 4: Chapters 3 & 4 from Miller, S. *Ancient Greek Athletics*. (New York: Yale University Press, 2006).
- Quiz 5: Chapters 6 & 7 from Miller, S. *Ancient Greek Athletics*. (New York: Yale University Press, 2006).
- Quiz 6: "The Events in Competition" in Miller, S. ed., *Arete: Greek Sports From Ancient Sources*, 2<sup>nd</sup> ed. (Berkeley: University of California Press, 1991), pp. 21-62.
- Quiz 7: Kyle, D. "'The Only Woman in All Greece,' Kyniska, Agelsilaus, Alcibiades and Olympia," *Journal of Sport History* 30 (Summer 2003): 183-191.
- Quiz 8: "Women...Heroes...Ball Playing" in Miller, S. ed., *Arete: Greek Sports From Ancient Sources*, 2<sup>nd</sup> ed. (Berkeley: University of California Press, 1991), pp. 99-115.
- Quiz 9: Mandell, R. "Greece," chapter 3 in *Sport: A Cultural History* (New York: Columbia University Press, 1984), pp. 37-67.
- Quiz 10: Chapter 12 from Miller, S. *Ancient Greek Athletics*. (New York: Yale University Press, 2006).

- Quiz 11: Young, D. "The Modern Origins of Amateurism," chapter 2 in *The Olympic Myth of Greek Amateur Athletics* (Chicago, IL: Ares Publishers, 1984), pp. 15-28.
- Quiz 12: Kitroeff, A. "Greece's Olympics," chapter 1 in *Wrestling with the Ancients* (New York: Greekworks.com, 2004), pp. 5-25.
- Quiz 13: Gibbon, E. *The Decline and Fall of the Roman Empire*, Ab. Ed. (New York, Penguin Books, 2001).
- Quiz 14: Kyle, D. "Hunts and Homicides As Spectacles of Death," in *Spectacles of Death in Ancient Rome* (London: Routledge, 1998) , pp. 263-271.
- Quiz 15: Matthews R. "Chariot Racing," in *The Age of the Gladiators: Savagery & Spectacle in Ancient Rome* (London: Arcturus, 2003), pp. 129-138.
- Quiz 16: Lao Tzu, *Tao Te Ching*, (G. Feng & J. English Trans.), (New York: Vintage Books, 1989).
- Quiz 17: Augustine, St. *The City of God*. (G. G. Walsh, D. B. Zema, G. Monahan, & D. J. Honan, Trans.) (New York, NY: Bantam Doubleday, 1958).
- Quiz 18: Carter, J.M. "Sports, Recreations, and War in Feudal Europe," in *Medieval Games: Sports and Recreations in Feudal Society* (Westport, Connecticut: Greenwood Press, 1992), pp. 29-37.
- Quiz 19: Guttmann, A. "Sports Spectators from Antiquity to the Renaissance," *Journal of Sport History* 8 (Summer 1981): pp. 5-27.
- Quiz 20: Guttmann, A. "From Ritual to Record," chapter 2 in *From Ritual To Record: The Nature of Modern Sports* (New York: Columbia University Press, 1978), pp. 15-55.

## Bibliography

- Aquinas, St. (2002). *Aquinas's Shorter Summa*. (C. V. S.J., Trans.) Manchester, NH: Sophia Institute Press.
- Aristotle. (2002). *Nicomachean Ethics*. (J. Sachs, Trans.) Newburyport, MA: Focus Publishing.
- Aristotle. (2004). *On The Soul*. (J. Sachs, Trans.) Santa Fe: Green Lion Press.
- Aristotle. (1981). *Politics*. (T. Sinclair, & T. J. Saunders, Trans.) New York: Penguin Books.
- Augustine, St. (1991). *Confessions*. (H. Chadwick, Trans.) New York: Oxford University Press.
- Augustine, St. (1958). *The City of God*. (G. G. Walsh, D. B. Zema, G. Monahan, & D. J. Honan, Trans.) New York, NY: Bantam Doubleday.
- Baker, W. J. (1982). *Sports in the Western World* (Revised ed.). Urbana and Chicago: University of Illinois Press.
- Guttman, A. (2004). *Sports: The First Five Millennia*. Amherst and Boston, MA: University of Massachusetts Press.
- Guttman, A. (1978). *From Ritual to Record: The Nature of Modern Sports*. New York: Columbia University Press.
- Kitroeff, A. (2004). *Wrestling with the Ancients*. New York: Greekworks.com.
- Miller, S. (2004). *Ancient Greek Athletics*. New York: Yale University Press.
- Miller, S. (1991). *Arete: Greek Sports from Ancient Sources*. Berkeley, CA: University of California Press.
- Plato. (2002). *Five Dialogues*. (G. Grube, Trans.) Indianapolis, IN: Hackett Publishing.
- Struna, N. (1996). *People of Prowess: Sport, Leisure, and Labor in Early Anglo-America*. Urbana and Chicago, IL: University of Illinois Press.
- Young, D. C. (1984). *The Olympics Myth of Greek Amateur Athletics*. Chicago, IL: Ares Publishers.