

## **KIN 375: Fall 2009 -- Course Syllabus**

TR 1:30-3:10 p.m., PE 120 (Lecture)

INSTRUCTOR: Daniel Frankl, Ph.D., Professor

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Office Hours for Fall 2009:

TR 10:00 - 11:30 a.m., M 3:00 - 4:30 p.m.

(additional days/times available by appointment)

### **I. COURSE DESCRIPTION:**

The course addresses historical and philosophical aspects in the development of physical education and sports. Special emphasis is placed on the relationship between the evolution of physical education and sport and the social institutions (i.e., education, religion, politics, mass media, etc.). In addition, "right action" and "the process of ethical decision making" in the sport milieu are closely examined (4.0 cr).

**II. PREREQUISITE(S):** KIN 250 – Introduction to Kinesiology; KIN 310 pre- or corequisite.

### **III. PERFORMANCE OBJECTIVES:**

At the completion of the course students will be able to:

- Implement knowledge of history of physical education and sport to the understanding of current issues and controversies.
- Describe the chronology and the context of significant events in the history of physical education and sport, and be able to relate this information to contemporary physical education, exercise science, and sport issues.
- Understand how individual and social forces influence the development of our discipline.
- Identify the values ascribed to physical education, exercise, and sport by the various groups of individuals which have been studied.
- Develop a concern about the pertinent issues confronting the profession thus contributing to a greater degree of interest in professional problems.
- Secure practice in seeking an unbiased solution to issues which in turn leads to the acquisition of professionally acceptable attitudes.
- Improve the ability to perform critical and constructive thinking and to encourage the development of thought-provoking attitudes of inquiry and investigation.
- Identify and analyze the philosophical forces influencing the growth of these respective subjects.

### **IV. TEXTS:**

#### **REQUIRED TEXT:**

Mechikoff, R. A. (2010). *A history and philosophy of sport and physical education: From ancient civilizations to the modern world* (5th ed.). Boston, MA: McGraw-Hill. (ISBN 978-0-07-337649-3)

**COURSE FORMAT AND REQUIRED COURSE MATERIALS:**

Lecture, large and small group discussion, class debates, videos, multimedia, and interactive Web based presentations.

**V. POLICIES AND PROCEDURES:**

Attendance, punctuality, and active participation in class sessions is expected. Students are responsible for class or additional reading materials whether present or not during actual lectures. There will be no make-ups for unannounced quizzes.

**Statement of Reasonable Accommodation**

The School of Kinesiology and Nutritional Science faculty members fully support the 1990 American with Disabilities Act (ADA). The members of the faculty will provide reasonable accommodation to any student with a disability who is registered with the Office of Students with Disabilities (OSD) who needs and requests accommodation. The faculty may wish to contact OSD to verify the presence of a disability and confirm that accommodation is necessary. The OSD will arrange and provide for the accommodation. Reasonable accommodation may involve allowing a student to use an interpreter, note taker, or reader, accommodation may be needed during class sessions and for administration for examinations. The intent of the ADA is requiring consideration of reasonable accommodation is not to give a particular student an unfair advantage over other students, but simply to allow a student with disability to have an equal opportunity to be successful.

**Cellular phones:** Cell phones should be turned off during class. A vibrating cell phone is still an activated cell phone. If you must answer an incoming call or address a text message, please collect your belongings leave the classroom and DO NOT come back. I find the recent phenomenon of students wandering in and out of class very disruptive to the learning environment. Students that must leave at any time before to the conclusion of a session (and did not discuss with the instructor their special circumstance before class) will be marked as missing for that day. Thus, they will earn zero points for the daily active participation grade component. Please note that all of the above can simply be avoided by turning off your cell phones and by informing your instructor in the case of special circumstances.

**Fall 2009 Furlough Statement**

In July of 2009, members of the California Faculty Association voted to allow the California State University Chancellor to impose unpaid furlough days for all professors and lecturers at all 23 Cal State Campuses. The purpose of furloughs is to minimize the need for faculty layoffs given the current budget crisis. At Cal State LA, this means that most professors and lecturers are required to take 6 days of unpaid leave each quarter, during which time they are prohibited from

performing any university work. For this fall 2009 quarter, I have designated the following dates as furlough days;

Friday, September 25 & Monday, September 28, 2009

Friday, October 16, 2009

Friday, November 20 & Wednesday\*, November 24, 2009

Friday, December 4, 2009

\* Regular KIN 375 class meeting cancelled on Wednesday, November 24, 2009

## **VI. ASSIGNMENTS:**

### **Family Member Phys. Ed. Historical Inquiry Project**

As a basic guide, the project should be 3 - 5 typed, double-spaced pages of substantive content using the Cal State LA Library's APA Format Guide, and should contain a title page, a table of contents (introduction, description of the relative, the geographic area, the time frame, physical education program etc..., a comparison to one's personal experience) and references (on a separate page). Utilizing the interview, library, and Web search methods, find as much chronological data regarding the country, region, time frame etc... Where was your interviewee born and raised, and which elementary, middle, and high school did he/she attend? What was the Physical Education program at school like? Was he/she involved in extracurricular physical activities or in varsity athletics? Did boys and girls in their schools have equal access to Physical Education and to Varsity Athletics (ask for as many examples as possible)? Were there, or are there still inequalities between the men's and the women's programs? How do current and former students and faculty feel about Physical Education, varsity athletics and title IX, and academics...? Compare past and present student body and student athletes graduation and academic performance statistics (if available). Mention personalities, such as, physical education teachers, coaches, principals, teachers, distinguished alumni, famous alumni professional athletes, etc... You may use information provided by your school district or school historian, but make sure to add to it and expand on it. In case you have access to the school and its faculty, note that retired teachers may know more and may also be able to provide you with an invaluable primary source of important insights. Any good memories? any regrets? Ask any other questions that you may think of as relevant to this assignment. Compare your physical education and varsity athletics (if applicable) experience with that of your interviewee. Feel free to visit my office (PE 230) and review any of the many good sample papers prepared by former KIN 375 students). **BE WARNED:** You may find this assignment very rewarding and fun to do.

### **Book review & report**

(Chose any one book from the list provided in the "Additional References" web page or bring in your personal selection for instructor's approval)

### **Examinations:**

There will be two examinations. One will be in the middle of the Quarter covering the first half of the Quarter and the other will be during finals week covering mostly the second half of the Quarter. Be prepared for unannounced quizzes starting from week two of the Quarter. There will be no provisions (other than the extra credit deal) for make ups of missed quizzes.

### **VII. EVALUATION:**

Evaluation Item Relative Weight Letter Grade

Weekly Quizzes (4-6) 20%

Book Review 10%

Mid-Term 20%

Final 20%

Family Phys. Ed. History 20%

Active Class Discussion 10%

**Total 100%**

### **COURSE CONTENT**

#### **Week I – Session 1 (Ch. 1, pp. 2-26)**

##### **Introduction to the Historical Study of Physical Education and Sport**

- \* Reasons for the study of the history of Phys. Ed. and sport
- \* Approaches to the study of history (Interpretive vs. Descriptive)
- \* Description, analysis, and evaluation of the credibility of historical data.

#### **Week II – Session 2**

##### **Physical Education in Ancient Civilizations**

- \* Sumer, Egypt, Assyria, Babylonia, Persia, India, China, and the Hebrews
- \* Origins of Ball Games

#### **Week II – Session 3**

##### **Ancient Greece: The Roots of Western Physical Education and Sport**

- \* The origin, description, and meaning of sport in Mycenaean Greece.
- \* The organizations and development of physical education and sport in the Greek city-state system.
- \* An analysis and comparison of physical preparation in Ancient Athens and Sparta.

#### **Week III – Sessions 4**

- \* The origin, development, organization, and significance of the ancient Olympic Games.
- \* The decline of the ancient Greek athletic ideal after the 5th Century B.C.

#### **Week III – Session 5 (Quiz #1 – Timelines & Ancient Greece)**

##### **Ancient Rome: Sport as Spectacle**

- \* The origin and development of Roman physical preparation and sporting activities.

- \* Etruscan funeral games
- \* Sport as a product of Rome's religious, political, and economic traditions.
- \* The relationship between Roman sport and early Christianity.

#### **Week IV – Sessions 6 & 7 (Quiz #2 – Ancient Rome)**

##### **Medieval Europe: Religion, Feudalism, and the Renaissance**

- \* The influence of early Christianity on Physical Education and sport
- \* Church teachings
- \* Asceticism
- \* Monasticism & Scholasticism
- \* The role of physical education and sport in feudal society
- \* Chivalric sports
- \* Church and popular sports
- \* The effects of the European Renaissance on PE and Sport
- \* Changes in religious thinking
- \* The rise of new educational thought (Humanism & Realism)

#### **Week V – Sessions 8 & 9 (Quiz #3 – Medieval Times)**

##### **The Rise of European Nationalism and its Effect on PE and Sport**

- \* Sport as a tool for nationalism and warfare on mainland Europe
- \* The development of English field sports and athletics
- \* Colonialism and the dispersion of sport
- \* The genesis of the modern Olympic movement

#### **Week VI – Session 10 - 11 (Quiz #4 – Historic Personalities)**

##### **Physical Education and Sports in America: Colonial Times Through the Establishment of Independence (1600-1830)**

- \* Urban, rural and frontier sports
- \* Emergence of sport as entertainment

#### **Week VII – Session 12 (Quiz #5 – The Puritans)**

##### **The Rise of Organized Sports (1800-1890)**

- \* The growing alliance of organized sport with the technological revolution
- \* The rise of the national game
- \* Commercialization of the sporting scene
- \* Sport societies and associations
- \* Physical education in schools and colleges
- \* Men's and women's programs
- \* The rise of intercollegiate sports

#### **Week VII – Session 13 (Quiz #6 – The Rise of Organized Sports)**

##### **The Ascendancy of Organized Sports (1885-1917)**

- \* The controlling of organized sport
- \* The age of sports heroes
- \* The rise of organized youth sports

**Week VIII – Session 14 (Family History Project Due Date)  
Social Change and Physical Activity and Sport**

- \* Professional sports as entertainment
- \* The growth of amateur sports
- \* Dance physical activity and sport in education
- \* Physical activity and sport in schools

**Week IX – Sessions 15 -16  
The Age of Televised Sports (1950-Present)**

- \* The struggle for equal opportunity
- \* Professional team sports
- \* College sports in a national arena
- \* The individual sports
- \* Blacks and women demand equal opportunity

**Week X – Sessions 19 – 20**

**Time to catch-up...**

**FINAL TEST:** LOCATION: PE 120

**DATE:** Finals Week – Dec. 7-12, 2009 (Monday, March 16, 2009)

**Time:** 10:45 - 1:15 p.m.

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Website:

[http://instructional1.calstatela.edu/dfrankl/CURR/kin375/kin375\\_infc.html](http://instructional1.calstatela.edu/dfrankl/CURR/kin375/kin375_infc.html)