

San José State University
College of Applied Sciences and Arts
Department of Kinesiology
KIN 111, Sport & Movement in a Global Context
Section 1, Fall 2018

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| Instructor: | Daniel Murphy |
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| Email: | Daniel.murphy@sjsu.edu |
| Office Hours: | TTH 11:00am. – 12:00pm. And by Appt. |
| Class Days/Time: | MW 10:30am. – 11:45pm. |
| Classroom: | SPX 151 |
| GE Category | GE Area V |
| Prerequisites | (Successful completion of the Writing Skills Test (WST); Upper Division Standing (60 units); Completion of CORE GE; Courses to meet Areas R, S, and V of SJSU Studies <i>must be taken from three different departments, or distinct academic units.</i>) |

Catalog Description

This course will help students develop an appreciation for human expression (via sport and human movement) in cultures outside the US, and an understanding of how those expressions have changed over time. Students will explore how sporting traditions in cultures outside the US have influenced US culture and society, and how global sport cultures develop distinctive features that interact with other cultures through sport and human movement.

Course Description

This course will critically examine the production, participation, and consumption of sport and human movement in a global context. Particular focus will be placed on the systematic comparisons of the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes imbedded in global sport. In addition, attention will be placed on historical context to better understand cultural sport and human movement traditions outside the U.S. and

how they have influenced American culture. An important goal of the course is to facilitate a deeper understanding and appreciation of cultural nuances expressed in sport/games/human movement, and how those nuances are linked to larger culture values and attitudes. A secondary aim of the course is to help students understand how sport/games/human movement acts a vehicle to transmit cultural normatives. Moreover, the course will examine how dominant ideologies are often perpetuated and, perhaps, resisted in and through a variety of sport forms.

Student Learning Outcomes

GE Student Learning Outcomes (GELOs)

Upon successful completion of this course, students will be able to:

- GELO1 Students shall be able to compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, or attitudes of people from more than one culture outside the U.S.

- GELO2 Students shall be able to identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture

- GELO3 Students shall be able to explain how a culture outside the U.S. has changed in response to internal and external pressures.

Course-Specific Student Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

- CLO 1 demonstrate understanding of processes involved in the production, participation, and consumption of sport and human movement in global communities. Particular focus will be placed on how sports present and represent dominant ideologies in the popular cultures of nations outside the US.

- CLO 2 demonstrate knowledge and understanding of representative European, African, Asian, Arabic, and Latin American countries with regard to sport/games/human movement in a historical context.

- CLO 3 use concepts, theories, and readings to critically explain the possible cultural meanings and messages embedded within sports and human movement.

- CLO 4 explain the significance of the historical and cultural contexts of how these sports and human movement are created and

interpreted, and how these cultural productions have influenced sports in the US.

- CLO 5 develop and demonstrate critical writing and reading skills by responding to global sport and human movement cultures
- CLO 6 detailed individual study of a specific nation state sport/game/human movement activities or an international sport/PE topic; application of class material to a topic relevant to students' interests.

| GELOs | Activities & Assessment |
|---|---|
| <p>Students shall be able to compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, or attitudes of people from more than one culture outside the U.S.</p> <p>[GELO1]</p> | <p>Students will read theoretical essays and book chapters that outline the ways sport has been used as an important vehicle to express cultural identities around the world.</p> <p><u>Assessment:</u> CACSN Paper</p> |
| <p>Students shall be able to identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture.</p> <p>[GELO2]</p> | <p>Students will engage in critical reflections on topics related to weekly concepts and readings through online discussion postings.</p> <p><u>Assessment:</u> Online-Postings</p> |
| <p>SLO 3: Students shall be able to explain how a culture outside the U.S. has changed in response to internal and external pressures.</p> <p>[GELO3]</p> | <p>Students will engage in scholarly research on the development of a specific sport in a specific nation state.</p> <p><u>Assessment:</u> Final Scholarly Research Paper</p> |
| GE Content | |
| <p>Diversity: Issues of diversity shall be incorporated in an appropriate manner.</p> | <p>Students will examine how sports and human movement have represented issues of diversity, both positively and negatively.</p> <p><u>Assessment:</u> Final Scholarly Research Paper</p> |
| <p>Writing: The minimum writing requirement is 3000 words (approx. 12 pages) in a language and style appropriate to the discipline.</p> | <p>Students will receive feedback regarding content, clarity, grammar, and coherence.</p> <p><u>Assessment:</u> CACSN Paper, Final Scholarly Research Paper</p> |
| <p>Course Student Learning Objectives</p> <p>CLO #1 CLO #2 CLO #3</p> | <p>1. Assessment: Final Scholarly Research Paper 2. Assessment: Midterm and Final Exams</p> |

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| CLO#4 CLO #5 CLO #6 | 3. Assessment: CACSN Paper 4. Assessment: On-line Postings, In-Class Participation 5. Assessment: Final Scholarly Research Paper 6. Assessment: CACSN Paper |
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Required Texts/Readings

Textbook

Guttmann, A. (2007). *Sport: The First Five Millennia*. University of Mass Press: Boston, MA.
ISBN-10: 1558496106
ISBN-13: 978-1558496101

Additional readings will address specific topics in the course not included in core textbook. Materials will be accessible through Canvas and campus databases.

Classroom Protocol

This course will be driven by discussion and dialogue. Therefore, it will be extremely important for each student to thoroughly read each assignment *before* arriving in class on the day that each topic is to be discussed. In other words, a significant part of the success of this class will depend upon your willingness and ability to contribute thoughtful and critical comments and questions to the larger class discussion. We will also utilize various alternative media, including the internet and videos, to further promote discussion. Students will participate in group and class discussion to facilitate and foster intellectual community.

- All materials *must be original works of the student* and typed with text and references in APA format.
- Assignments are due at the beginning of class on the assigned date. Papers are to be used for this class only. Late papers (beginning at the start of class on the due date) will be penalized -4% per day. No papers will be accepted more than 1 week late.
- Reading assignments are to be read *by the date they are listed on the class calendar*.
- Discussion is encouraged! Please keep “social talking” to a minimum during class-time.
- Budget time for assignment completion – this valuable skill will serve you well in your academic life.
- Please try to be on time and switch off phones & other electronic devices (laptops are acceptable if utilized for educational purposes).
- Following university guidelines, an “incomplete” grade will only be assigned for serious and compelling circumstances.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Assignments and Grading Policy

In-Class Participation (0%, CLO4):

Class will be a combination of lecture, seminar, small group discussion, in-class reflection and writing, and watching and reflecting upon films. Since a significant portion of the course is driven by discussion and dialogue, *it will be extremely important for each student to thoroughly read each assignment before arriving in class on the day that each topic is to be discussed*. While perspectives on particular, often controversial, topics may vary, it is expected that the classroom environment remain a respectful space to have meaningful discussions about the role and impact of sport and human movement on global societies. There will be 3 handouts across the semester (6 – 16pts. each); part of participation grade; 10% of overall grade. All handouts posted online in Canvas dropboxes. See Canvas for more details.

Quizzes: There will be 2 quizzes during the semester. While the focus will be on the readings assigned for the day of the quiz, everything covered since the previous quiz is fair game! In other words, it will be necessary to read and understand the required material to pass the quizzes. These points will go toward the participation grade. See Canvas for more details.

Out-of-Class Writing Assignments

Students will use introspective, problem solving, and critical thinking techniques for in-class writing assignments by: (a) addressing historical factors that led to the development and growth of specific sports in specific cultures (b) identifying expressions of national cultural values through sport participation (c) identifying factors that led to the growth of certain sports related to larger historical dialogue; and (d) identifying social and cultural influences that have played a role in shaping sport participation, consumption and production in unique cultures around the world. Students will be evaluated on the following criteria: ability to write in a clear, coherent, and concise manner including proper grammar and syntax; ability to critically analyze and synthesize material from class lectures;

and, ability to generate and express alternative ideas for health promotion and equality. (*The in-class assignments comprise at minimum 2 double-spaced pages of writing in the form of quizzes, in-class reflections, and critical thinking exercises*).

On-line Discussion Postings (20%, GELO 2; CLO5):

On-line Discussions – Canvas CMS: Each student will be required to contribute 10 online discussion postings throughout the semester. The postings will be a space for you to reflect on readings, class discussions, or current events, or film & media representations that relate to class topics. Postings will be balanced between addressing topic relation to US culture, and/or the effects of internal/external pressures on the culture under investigation. Students are expected to write approximately 1-2 thoughtful paragraphs per entry. Online postings may be an original response to the particular topic or a reply to a post from one of their classmates. Please keep tone, language, and content academic and respectful. Topics may be found on the Canvas CMS system under “discussions.” There will be weekly online postings on Canvas regarding class materials and readings. Post within the week-window for full credit - 10pts.; post after window closes/late for a ½ credit - 5pts.; Total 100 points/10 postings. See Canvas for more details.

Critical Autobiographical Cultural Sport Narrative Paper (CACSN) (20%, GELO 1; CLO 3,6):

Students will explore a cultural sport production (sport/game/human movement) of a nation linked to the students’ personal ethnicities and histories. Students will develop: 1) overview of national history, 2) overview the rules of the sport/game and its historical importance, 3) overview of the cultural importance of the sport, 4) overview expressions of cultural values in sport/game/human movement, 5) explore how this cultural product has influenced their personal/familial sport experiences and sport identities, and 6) its relation to and impact on US sport/games/human movement. The paper (4-6 pages, double spaced) should **integrate and synthesize information from at least five (5) academic peer-reviewed journals** that relate to one or more components that are addressed in the assignment. Students will need to ground their explorations in theoretical concepts discussed in class. Students are encouraged to cite from the core course textbook, .gov resources, non-profit agencies, NGOs, and other rigorous reference materials. Reference citations must be in the format and style recommended by the American Psychological Association (APA) manual (6th edition) unless otherwise specified by the course instructor. Papers will be evaluated on the following criteria: (a) content and organization including synthesis of primary references; (b) adherence to the assignment guidelines; (c) citations, references, and format; (d) syntax, grammar, and spelling; and (e) creativity and insight expressed through the integration of all components of the assignment. See Canvas for more details. Topics must be approved by instructor.

Final Scholarly Research Paper (20%, GELO 3; CLO 1,5):

Students will complete a final scholarly research paper that will be due at the end of the semester. The paper provides an opportunity to integrate the larger themes of the class. Students are expected to incorporate one or more of the analytical perspectives covered in class in their evaluation of a particular national sport culture. Papers should address the historical development of a particular sport/game/human movement in a specific nation. Students will develop a comprehensive overview of a particular sport/game/human movement from a specific nation state. It will be important for students to include the following key sections: 1) overview of national history, 2) overview the rules of the sport/game and its historical development, 3) overview of the cultural importance of the sport, 4) overview expressions of cultural values in the sport/game/human movement, and 5) explore how this cultural product has influenced US sport experiences and sport identities, and/or explain how a culture outside the U.S. has changed in response to internal and external pressures.

Topics must be approved by instructor. Students will discuss important research findings and the implications of these findings in a review paper (5-7 pages, double-spaced), ***citing a minimum of five (5) academic peer-reviewed journals***. Papers should include a synopsis, analysis, and application of current research as reported in the literature. Students will need to ground their explorations in theoretical concepts discussed in class. Students are encouraged to cite from the core course textbook, .gov resources, non-profit agencies, NGOs, and other rigorous reference materials. Evaluation criteria include the following: (a) identification of ethnic/cultural group and sport/game/ human movement, structured issues association with selected ethnic/cultural group, political, historical, economic, and/or social processes that have led to the creation, production, and consumption of the sport/game/ human movement; (b) synthesis, critical analysis and application of the literature; (c) adherence to the assignment guidelines; (d) citations, references, and format; (e) syntax, grammar, and spelling; and (f) originality and creativity. See Canvas for more details.

Examinations (40%: CLO2)

Examinations (midterm, 20%; final, 20%) will be administered throughout the semester. The examinations and/or quizzes will include multiple choice and true/false questions. See Canvas for more details.

Grading

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| On-line Postings: | 20% |
| CACSN Paper: | 20% |
| Midterm: | 20% |
| Final Exam: | 20% |
| Final Scholarly Research Paper: | 20% |

Grading Scale

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|---------|----|--------|---|-----------|----|
| 97-100% | A+ | 93-96% | A | 90-92% | A- |
| 87-89% | B+ | 83-86% | B | 80-82% | B- |
| 77-79% | C+ | 73-76% | C | 70-72% | C- |
| 67-69% | D+ | 63-66% | D | 60-62% | D- |
| | | | | Below 60% | F |

University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San José State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the Americans with Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

Peer Connections

Peer Connections is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit [the Peer Connections website](http://peerconnections.sjsu.edu/) for more information at <http://peerconnections.sjsu.edu/>.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. The writing specialists have met a rigorous GPA requirement, and they are well trained to assist students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

Proposed Course Schedule

Schedule is subject to change with fair notice; schedule changes will be announced in class.

| Week (Date) | Topic | Content & <i>Due Dates</i> | Readings |
|-------------------------|---|---|--|
| 1 Aug 22 | Introduction & Overview | Class overview, green sheet, student responsibilities, & introductions. | Review Canvas documents. |
| 2 Aug 27 Aug 29 | Reading Sport. Reading Culture. | Why study sport? What can sport tell us about culture? Theoretical approaches to understanding cultures. <i>Post #1: Sport Theories.</i> | Ch. 1; Guttman, Introduction. Reader Article: "Using Theory"; "Taking Sports". |
| 3 Sep 3 Sep 5 | No Class – Labor Day. Europe. Germany. Sweden. | German Turnverein Movement, national identity, fitness, & population mobilization. Calisthenics, movement, pedagogy, physical therapy. <i>Post #2: Influences on kinesiology in US.</i> | Guttman, Ch. 6; Reader Article: "German Tvr. Mvmt". Reader Article: "Bullfighting in Spain". |
| 4 Sep 10 Sep 12 | Spain. | Animals, cultural displays, & the art of violence sport. <i>Post #3: Animals rights & spectacle.</i> | Guttman, Ch. 12 Reader Article: "Sport War"; "Symbolic Repre." |
| 5 Sep 17 Sep 19 | Ireland/Scotland. | Gaelic sports, resistance, & colonialism. Soccer, tribalism, sectarianism, & nationalism. <i>Post #4: Sport and resistance Handout #1.</i> | Reader Article: "Soccer in Scotland"; "Sport in Ireland" |

| Week (Date) | Topic | Content & Due Dates | Readings |
|---------------------------|--|--|---|
| 6 Sep 24 Sep 26 | Great Britain. | Classism & the development of modern sport. Industrial Age: Pastoral & urban sport development (cricket). <i>Post #5: SES in British Sport Quiz 1.</i> | Gutman, Ch. 7 Article: "Social Class and Tennis"; "British Lawn Sports & Class". |
| 7 Oct 1 Oct 3 | Ibid. | Team sports, masculinity, muscular Christianity – rugby & football. | Guttman, Ch. 9 |
| 8 Oct 8 Oct 10 | Ibid. | <i>Pub Games Rowing Tennis Table Tennis Lawn Sports Horse Racing Fox Hunts</i> | |
| 9 Oct 15 Oct 17 | Catch-Up Day(s). | <i>Sport Narrative Paper Due</i> <i>Midterm Exam</i> | |
| 11 Oct 22 Oct 24 | Asia/Oceania. Japan. S. E. Asia. Central Asia. | Sumo, ceremony, tradition, & identity. Kemari, ball games, ceremony, cooperative modeling. <i>Post #6: Ceremony in US/Asia sport.</i> Muy Thai Boxing, harmony, balance, & the body. Chinlone, Sepak takraw, ball games, & competitive orientations. Ulak Tartysh, horse racing, & Nomadic communities. | Guttman, Ch. 5 Reader Article: "Muy Thai" |

| Week (Date) | Topic | Content & Due Dates | Readings |
|----------------------------|---|--|---|
| 12 Oct 29 Oct 31 | Central Asia (cont'd). China. | Kung-Fu, Wing Chun, Wu-Shu, & the art of self-protection. Table tennis/badminton, modern Pan-Asian internationalism. <i>Post #7 S.E. Asian & Cooperative Ball Games.</i> | Guttman, Ch. 14 |
| 13 Nov 5 Nov 7 | Oceania. Africa. W. Africa/N. Africa. | New Zealand, First Nations, rubgy, All-Blacks. Australia, football, masculinity. Pro Wrestling, boxing, tribalism, reinventing the past. <i>Post #8: Martial Arts & Chinese Identity.</i> <i>Handout #2.</i> | Article: New Zealand Culture & Maori"; "New Zealand National Culture". Guttman, Ch. 15 |
| 14 Nov 12 Nov 14 | No Class – Veterans' Day. East Africa - Kenya/Ethiopia. S. Africa. | Distance running, rural sport, & Olympism. Race, soccer, rugby, & reconciliation. <i>Post #9: New Zealand, Rugby, Identity.</i> <i>Quiz 2.</i> | Article: "Sport and Art in Africa". Article: "Traditional Games in West Africa"; "Sport in South Africa". |
| 15 Nov 19 Nov 21 | West Africa – Senegal/Ghana/Nigeria. Indian Subcontinent. | Traditional Wrestling in Nigeria Kabbadi, national identity Pehlwani, Pakistan, masculinity, nationalism <i>Post #10: E. Africa & Distance Running</i> | Reader Article" Traditional Games in Nigeria". |
| 16 | India | cont'd) | Guttman, Ch. 8 |

| Week (Date) | Topic | Content & Due Dates | Readings |
|------------------------|---|--|--|
| Nov 26 Nov. 28 | Middle East/Arab Nations Turkey. | Turkish oil wrestling, masculinity, & traditional sport <i>Post #11: S. Africa, Rugby, Resistance, Race</i> <i>Post #12: Wrestling, Gender, Racial Identity, India.</i> | Article: "Sport in Turkey Oil Wrestling 1 & 2". |
| 17 Dec 3 Dec 5 | Pan-Islamic Nations. | Falconry, camel racing, horse racing, & traditional sport. Women, Islam, & sport participation. Post #13 Sport & Resistance, Trobrian Cricket. <i>Post #14 Sport in the M.E.</i> | Article: "Falconry Basics; "Muslim Women in Sport "; "Camel Racing in UAE"; "Camel Racing Overview"; "Traditional Sports in the UAE". |
| Dec 10 | Latin America. | Aztec/Mayan, court ball, religion, and cultural values (if time). Colombia, soccer, & social unrest (if time). | Guttman, Ch. 11 |
| Dec 18 | Final Exam. | Final Exam Tues., Dec 18 9:45am – 12:00pm. http://info.sjsu.edu/web- dbgen/narr/catalog/rec- 16332.html | None. |
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