

San José State University
Department of Kinesiology
KIN 160, History of Sport and Physical Education
Section 1, Fall, 2018

Course and Contact Information

Instructor:	Shirley H. M. Reekie, PhD
Office Location:	SPX 173K
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Email:	shirley.reekie@sjsu.edu
Office Hours:	Wednesdays, 10:15-10:45 and by appointment/email
Class Days/Time:	W/F 9:00-10:15
Classroom:	SPX 163
Prerequisites:	KIN 70 or CCC equivalent; concurrent or any previous semester

Course Description

Historical survey of physical education and sport from primitive societies through classical and medieval periods to the 19th-20th century. Development of sport, physical education, and recreation in the U.S. and factors affecting their growth.

Department of Kinesiology Undergraduate Student Program Learning Outcomes

Upon successful completion of the degree, students will be able to:

- explain, identify, and/or demonstrate the theoretical and/or scientific principles that can be used to address issues or problems in the sub-disciplines in kinesiology
- effectively communicate in writing (clear, concise and coherent) on topics in kinesiology
- effectively communicate through an oral presentation (clear, concise and coherent) on topics in kinesiology
- utilize their experiences across a variety of health-related and skill-based activities to inform their scholarship and practice in the sub-disciplines in kinesiology
- identify and analyze social justice and equity issues related to kinesiology for diverse populations

Course Learning Outcomes

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

1. explain the significance of events in the history of sport/physical education/kinesiology, place them in the context of their times, and identify their influences in our current era
2. display understanding of and insight into the customs and mores of various countries, including the effect they have had on the development, creation and cultural sustainability of sport and physical activity in the US
3. describe the contributions of leaders in kinesiology and sport around the world
4. explain in detail how sport and physical culture developed in North America in general and at SJSU in particular

5. provide evidence of understanding the history, philosophy, ethical and socio-political significance of the Olympic Games (ancient and modern) and other sport and physical activity organizations
6. explain in detail the significance of the SJSU Kinesiology program and its pioneering history
7. evaluate how experiences in physical activity courses integrate with scholarship and practice in the history of kinesiology

Required Texts/Readings

Textbook

Mechikoff, R.A. (2014; 6th ed.) *A history and philosophy of sport and physical education: From ancient civilization to the modern world*. New York: McGraw-Hill. ISBN: 9780078022715. (You DO need to buy this! You DO need to read this!! Passing the class will be almost impossible without reading this.)

Other Reading

Reekie, Shirley H. M. (2012). *Bean bags to bod pods: A history of 150 years of San José State University's Department of Kinesiology*. Minneapolis: Mill City. ISBN: 139781937600884. (You DO NOT need to buy this; it will be sent to you electronically.)

Library Liaison

Adriana Poo, adriana.poo@sjsu.edu (408) 808 2019. You are encouraged to make an appointment for help in finding primary sources for your paper as early as possible and certainly by 3 weeks before the due date of the first draft.

Course Requirements and Assignments

Evaluation	Percentage
Origins of a sport from list on p. 4-5, oral presentation (CLO 1,2)	10%
Participation in class discussion (partly by clickers*) (CLO 1-7)	15%
Midterm in class (CLO 1)	20%
Local sport history paper (first, second drafts; oral; p. 5-6) (CLO 4,6)	35% (1st=15%; 2nd=15%; oral presentation 5%)
Final examination (CLO 1-7)	20% Requests for make up with documented reason to me by Sept 15 will be considered

* Any smart phone will work. If you do not have one, please let me know after the second class meeting.

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.”

Final Examination or Evaluation

Written final exam is Wednesday Dec 12, 7:15-9:30 AM. If you have a documented, valid reason why this time cannot work for you, please inform me before October 30th.

Grading Information

A/A- = 100-90; B+/B/B+ 89-80; C+/C/C-=79—70; D+/D/D-=69-60; F 59 and below

- Extra credit is not available
- Late work is not accepted without appropriate paperwork, and only for “serious and compelling reasons”

Classroom Protocol/Expectations

* I expect students to attend all classes and be on time; if you do not, you are responsible for determining what you missed. Do NOT ask me “Did I miss anything?” Of course you did!! Once you have obtained that information from a fellow student, please let me know if anything is unclear and we will meet during my office hours

* I expect students to participate in class by both answering and, more importantly, asking good questions, and to treat all comments/views etc. with respect

* I expect students to have completed the assigned readings before class so that they are able to talk about the subject matter in an informed manner

* I expect students to have cell phones off their desks, with ringers off; other devices should only be used with relevance to this class; surfing the net etc. during class, in a disengaged manner, will not be tolerated and any student who does this is likely to be warned then for any repeat, will be asked to leave the class

University Policies

View [University Policies](http://www.sjsu.edu/gup/syllabusinfo/) at: <http://www.sjsu.edu/gup/syllabusinfo/>

KIN 160 Section 1 Fall 2018 Course Schedule

This schedule is subject to change with fair notice that will be sent via email, if necessary

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 22	Rosters; adds; questions; check re text books—please bring to class
1	Aug 24	Individual visit to Rosicrucian Museum if Wed Aug 29 (group visit) is not possible.
2	Aug 29	Group visit to Rosicrucian Museum. Read BEFORE class Chapter 1, p 2-11.
2	Aug 31	Meaning and value of history? Origins of sport presentation selection
3	Sept 5	“Prehistory” and physical activity for survival/pre-Greek cultures; read BEFORE class Chapter 2; discuss visit to Rosicrucian Museum
3	Sept 7	Ancient Greece/ancient Olympics; read BEFORE class Chapter 3
4	Sept 12	Ancient Greece/ancient Olympics; student sport presentations 1
4	Sept 14	Ancient Rome, excerpt from “Gladiator”; student sport presentations 2; read BEFORE class Chapter 4
5	Sept 19	Ancient Rome; student sport presentations 3
5	Sept 21	Student sport presentations 4; Middle ages and early modern times; read BEFORE class Chapters 5 and 6
6	Sept 26	Student sport presentations 5; Middle ages and early modern times
6	Sept 28	Sixteenth to nineteenth century human performance outside the US; read BEFORE class Chapters 7 and 8; student sport presentations 6
7	Oct 3	Catch up and review
7	Oct 5	Midterm
8	Oct 10	Beginnings of Modern Olympic Games pre-1896 to 1864; Excerpts from “Chariots of Fire”; “Olympia”; read BEFORE class Chapter 15
8	Oct 12	Modern Olympic Games; watch “1968 Olympics”; read BEFORE class Chapter 16
9	Oct 17	Discussion of Smith’s and Carlos’ legacy at SJSU, in US, and around world
9	Oct 19	Modern Olympic Games 1968 to present, and future; read BEFORE class Chapter 17
10	Oct 24	Group visit to History San José Museum; read BEFORE visit Chapters 9 and 10
10	Oct 26	Development of sport and physical activity in US--to early 1800s
11	Oct 31	Development of sport and physical activity in US--late 1800s/Early twentieth centuries; read BEFORE class Chapter 11
11	Nov 2	Catch up; first draft of term paper due turned in via email, in Word attachment, dated and timed BEFORE class starts
12	Nov 7	Development of sport and physical activity in US WWI/Pre WWII; read BEFORE class Chapter 12

Week	Date	Topics, Readings, Assignments, Deadlines
12	Nov 9	Development of sport and physical activity in US WWI/Pre WWII
13	Nov 14	Development of sport/physical activity in US WWII/Post WWII; excerpts from "League of Their Own"; read BEFORE class Chapters 13 and 14
13	Nov 16	Development of sport/physical activity in US WWII/Post WWII; excerpts from "League of Their Own";
14	Nov 21	No class; final draft of term paper due turned in via email, in Word attachment, before Nov 21
14	Nov 23	No class
15	Nov 28	Sport/physical activity/athletics at SJSU/Dept. of Kinesiology; read BEFORE class Bean Bags to Bod Pods (emailed)
15	Nov 30	Discuss significance of sport/physical activity/athletics at SJSU/Dept. of Kinesiology; student local history presentations 1
16	Dec 5	Student local history presentations 2
16	Dec 7	Student local history presentations 3; review
Final Exam	Dec 12	7:15-9:30 AM

Instructions for Oral Presentation

Origins of a sport (oral presentation) (you need to have thought about this and researched before first class) Choose **five** sports from this list. If your sport is "taken" by someone else, you'll need to list four back-ups. The presentation is on the origins—how the sport came to be what it is today. **Dates of presentations are Sept 12, 14, 19, 21, 26, 28 dates assigned by professor.** You have 1 min. to set up, then your time starts ready or not! You should use Powerpoint (bring thumb drive on the day AND email me the Ppt at least the day before) and/or bring in artifacts.

1. Aim to speak for 3 mins; not less than 2 minutes and you'll be stopped at 3½ mins, finished or not; practice! Send me your Ppt slides as an email attachment at least 24 hours before your presentation; it should include a **typed** full listing of all the sources you referred to. Format for this is (consult APA Guide for more full directions):

- a. Brasch, R. (1970). How did sports begin? New York: McKay. (format for book)
- b. Kirsch, G.B. (1984). American cricket: Players and clubs before the Civil War. Journal of Social History, 11, 28-50. (format for article)

2. You will be evaluated on:

a. your presentation (6%)--its historical content (you are to give the ORIGINS of your chosen subject and a little of the subsequent history; the origins are more important so give that in detail and subsequent history in less detail) and its ease of understanding. Try to make use of photographs, tapes, equipment--anything (relevant) to make your presentation memorable! **Do not** waste time on dimensions and reading of the rules, or merely reading out a list of events. Always EXPLAIN events and out in wider context of society.

b. your source listing/bibliography (2%)--its accuracy and completeness. **Any primary or scholarly sources (such as journals) will receive greater credit than secondary or non-scholarly ones (such as magazines).** Web sites are often non-scholarly; be sure to evaluate them in advance of use. We will discuss in class what this means.

c. your Ppt presentation (2%); clarity and usefulness

3. If you fail to give your report on the date assigned to you without a valid and documented reason, you will lose 5%. Failure to report the following class will result in loss of all points. No exceptions!

4. Suggested authors/sources: Bennett, Brasch, Hackensmith, Gerber, Lee, Leonard, Rice, Journal of Sport History, International Journal of the History of Sport; "how to play" books sometimes have a brief introduction to the history of the sport, but these are secondary. Class text gets no points! An encyclopedia is a very general starting point, and is most certainly secondary. All web sources MUST be thoroughly evaluated for source and reliability. **We will discuss in class what this means.**

The midterm will include questions on these reports.

aikido	gymnastics	snow boarding
American football	handball (NOT team handball)	soccer
archery	ice hockey	sport climbing
badminton	judo	surfing
baseball/softball	jujitsu	swimming
basketball	karate	synchronized swimming
bowling	kayaking	tai chi
boxing	lacrosse	tae kwon do
canoeing	luge/skeleton	team handball
cricket	MMA	tennis
cycling	modern pentathlon	track/field (ONE event)
equestrian (ONE event)	motor sport (ONE event)	volleyball
fencing	rowing	water skiing
field hockey	rugby	weight lifting
figure skating	sailing	wrestling
fishing	SCUBA	
golf	skiing	

If you would like to select a sport not on this list, please email me for consideration. Some are VERY difficult to find references to their origins!

Instructions for Paper

Local sport history paper

Paper is worth 30%; oral presentation of it = 5%. You may choose any one of the three outlined here. **First draft due Nov 2; second/final before Nov 21.** being allowed two drafts should enable your second draft to be virtually flawless :) The more you do for draft 1, the more feedback you can get and USE to improve final draft.

a. An account of a local sports institution of the 19th or 20th centuries; for example, the San Jose velodrome(s), the South Bay Yacht Club, the Oakland Women's Rowing Club, Santa Cruz surfing, a high school program, etc. (Do not choose a subject where the major part of the focus would be since 2000 because this is too recent to have much historical perspective; also do not choose a current professional sports team because there is already so much written on these.) The point is for you to do some original research first, possibly talk to people involved, and track down primary sources. You must also be aware of, and make reference to, what was happening in the US locally and nationally at the time that you are examining. For example, if looking at local women's industrial leagues, and their great increase around the early 1940's, mention that World War II meant more women in the workplace nationally, and hence the leagues.

b. Select someone aged over 60 who has clear memories of physical education, leisure activities, or sport from their youth in the US. You are to interview this person, and then write a report of what they covered (do not merely write out a transcribed version of their words). The information must be placed in the larger historical context of what was happening in the US at the time that was relevant. Before you conduct the interview, you should do background historical reading which may help you ask good questions. Try to cover some of: sports

and physical education in school (boys and girls), pick-up games and how they were organized, professional sports (as player, spectator, or radio fan), sports clothing/equipment, or publications. Tailor your questions to your subject--if he/she is an ex-professional athlete, it would make sense to concentrate on that. If you know your subject well, make a time to sit down without distractions/interruptions; if you do not know them, you'll need to take time to establish a rapport before you start asking specific questions. You may find it helpful to record the interview, but be certain to ask permission for this beforehand.

c. Choose an aspect of San Jose State's history with respect to the physical education program, the department, athletics, recreation, or dance. Physical Education classes began here in the 1860's and you could look at facilities, class offerings and the curriculum, the baseball team--something that interests you. Whatever you select, first state clearly the subject and timeline you will investigate (e.g. "The growth of the men's program within the combined department and the need for separation, 1927-1977"). Present your information chronologically. A good place to start would be Special Collections. Check for [Special Collections hours: https://library.sjsu.edu/sjsu-special-collections/sjsu-special-collections-and-archives](https://library.sjsu.edu/sjsu-special-collections/sjsu-special-collections-and-archives) Place what happened at SJSU in the context of relevant US history. (Note: Zidnack has compiled an index of the *Spartan Daily* and sports. Do NOT quote Zidnack as a source; go to the original.) May also be relevant to use *Bean Bags to Bod Pods*.

Decide on your subject by doing some initial original research, and establish the start/end dates and major highlights. Next, research the context, i.e. what of relevance was going on in the community/state/nation/world. This will involve you doing some general historical reading after you do some primary source research. You should use a minimum of 10 sources (each of which is referred to in the text) and no more than 5 refs may be URLs. *Real historians have dust on their fingers :)*

References

Arbena, J. L. (1991). Sport, development, and Mexican nationality. 1920-1970. *Journal of Sport History*, 18, 350-364. --this is for a journal article

Rader, B. G. (1990) *American sports*. (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall. --this is for a book

Within your essay, the above would appear as:

...according to Arbena (1991), Mexican players were... or:
...gave the chance to display their ability (Rader, 1990).

A direct quotation should be saved for the few times when keeping the original wording is important...

"By 1923, only three states were without state-wide interscholastic competitions" (Rader, 1990, p. 225).
or:

"I felt very foolish wearing the bloomers and was glad the boys never saw us" (M. R. Weston, personal communication, October 23, 1995).

Any time you write down the exact words, or the ideas, of another, you must give credit to the source. Not to do so is to commit plagiarism. If in doubt, give the source. Everything not cited can be assumed to be your ideas and thoughts and words. Not citing references has been the main reason for low grades in the past. Plagiarism may be grounds for failure.

The evaluation will be:

Evaluation	first draft 15%	second draft 15%	oral 5%
main subject--continuity and depth	5	7	
relevant community/state/nation/world context	4	3	
10+ sources cited in essay; at least 5 are primary	4	1	
writing	2	4	
within 3-4 mins			2
depth of content/good use of time			2
clarity/ease of following			1

Papers will not be accepted late, except in cases of emergency, with documentation.

Checklist: Be certain (a) you have selected a local topic; (b) you have used mostly primary sources; (c) you have placed the local description within the relevant local and national social history context; (d) you have listed all your references; (e) you have cited each reference in your essay; (f) you have proofread every letter; and (g) you have included sufficient information to do justice to your subject.

The assignment must be typed (double spaced, no larger than 14 pt size), and must contain references within the text to sources that you used. Primary/scholarly sources earn more points than secondary. Sources must be used within the text, not merely listed at the end. As in any paper, back up points you make with examples, argue your case logically, and write with care. Read sport history journals to see how you should write! Finding good references is the most important, and time-consuming, part of historical research. Referencing is covered fully in KIN 100W, which you should have taken, or be taking now. All retrievable sources must be listed, so that any reader of your paper may refer to them. Non-retrievable sources, such as interviews, must appear in a different manner. A brief guide to APA format is given above.

FACTS EARN POINTS! PRIMARY SOURCES EARN POINTS!!