San José State University  
CASA/Department of Kinesiology  
KIN 160, History of Sport and Physical Education, Fall 2016

Instructor: Dr. Vernon Andrews  
Office Location: SPX 173D  
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Email: vernon.andrews76@gmail.com  
Office Hours: Tuesdays 3:00 – 5:00 pm  
Class Days/Time: Tuesday and Thursday, 12:00-1:15  
Classroom: Sweeney 242

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at http://sjsu.instructure.com

Course Description

This course will offer an historical re-conceptualization and analysis of physical education and sport from early cultures and societies through Greek and Roman periods to the 21st centuries. We will also look at the development of sport, physical education and recreation in North America, with a particular examination of factors affecting their growth, development and evolution in our contemporary landscape.

Course Goals

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

• explain the significance of events in the history of human performance and identify their influences in our current era.
• 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.
• describe the contributions of leaders in kinesiology and sport around the world.
• explain in detail how sport and physical cultures developed in North America.
• 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 or practices through the use of multimedia technologies.

Required Texts

Other Readings

Bean Bags to Bod Pods: A History of 150 Years of San Jose State University’s Dept. of Kinesiology. Dr. Shirley Reekie (can be found online on CANVAS page).

Course Requirements and Assignments: Kinesiology 160 Essay

You are to write an essay about some aspect of physical education and/or sport that is covered in our text. While your entire essay does not have to be comprised of materials from the Mechikoff text, the seed of your essay should reside there. Such that if you want to write about horse competitions in contemporary Olympics, you need to reference chariot racing as mentioned in the book as a starting point.

Your essay should also have both a contemporary and historical approach in your literature review. That is, a minimum of 20% (two pages or so) should relate to some component of history – for our purposes here, “history” can be pre-1500. You can, of course, write up to 80% on the historical component, but must have at least 20% of your essay as contemporary (post-1500).

1. The topic you choose should be one readily available with much research done in and around the topic. Esoteric topics can be hard to research, so choose wisely. No essays will be allowed that detail the medical field in modern or ancient times. An introduction to your paper can include your general interest in the topic and what you will cover specifically. What fascinates you about this subject? Where are you going in this study? What is the question you will answer? What will you argue for or against? One page is plenty. Your best writing should be in your introduction and conclusion. Be as clear and succinct as possible.

Some popular topics have been:

- Modern and ancient stadiums and arenas
- Modern and ancient wheel sports
- Modern and ancient martial arts
- Women in past and present Olympics
- The role of coaches in past and present sports
- Drugs and their influence in ancient and modern sport
- Cheating in past and contemporary Olympics (or other sports)
- General care and treatment of athletes in Greece, Rome and contemporary America
- Bread and Circuses in ancient and modern times

1. Please follow these instructions below:
   - Part of your grade is how well you follow instructions
   - Submit essay on canvas BEFORE class on due date
   - No hard copies will be accepted
   - Your essay can be a minimum of 6, maximum of 8 pages
   - Have also have a max of 2 pages for your bibliography
   - Therefore, you can turn in 10 pages (including photos). Not 11.

Your references must include:
- Author (APA Style preferred for your essay)
- Date of publication
- Title of publication
- Title of journal or book (in italics)
- Journal issue and page numbers
Content: Educate and entertain your reader

- Weave your story and include a historical component
- Not necessary to have “50%” history; 20% or more is fine
- 12 (academic) bibliographic references – not from Mechikoff
- 6 citations – from Mechikoff (you can use 10-point type for bibliography if space is a concern)
- Any other relevant citations from any source can be used (ESPN, Newsweek)
- Have an “additional references” section for non-academic references in bibliography
- Make your story relevant, interesting
- You can include brief personal component (“why this interests me”)
- Have section headings to break-up your text (please, no 1-page paragraphs)
- These section headings can match your (new or old) outline
- Have introduction and conclusion sections to your essay
- Watch sentence structure (Please see a tutor if you have problems)
- Watch spelling; Get proofread by a friend
- Take extreme pride in your work
- Can insert up to 1 page of photos in your entire text
- No coversheets for this submission on canvas
- You will be graded as if this is the best possible work you can produce

There are many common errors students make; here is some help below:

2. Have a caption that says something about your photo, if you choose to use a photograph or two. Your caption should be in boldface.

3. Too few citations. Many of you will just quit after 7 or 8 academic citations, opting to either forget to add them or substitute with Time or Newsweek articles. You must have 12 academic citations, minimum. Academic citations are from academic journals and academic books. Any additional citations are fine, but 12 is your baseline.

4. Some of you will forget to cite Mechikoff in your text and in your bibliography, figuring it is not necessary. It is necessary. This is your scholarly work and you must write it as if people other than me are reviewing it. If you cite an author in your text, you must reference them in your bibliography.

5. Some of you might cite Mechikoff once or twice. Six times is the minimum.

6. Put citations in your text in bold. Please use boldface when you cite an author (Andrews, 1996). Put your period after the citation to end the sentence. And make sure if you use a direct quote, cite the page number. A direct quote “…has quotation marks” (Andrews, 2004, p. 45).

7. Use upper-case if you are starting a quote from the beginning of a quoted sentence “In 1667, Pepys watched girls race across a bowling green” (Mechikoff, 2004, p. 72), or the famous three dots (ellipsis) if you are starting from the middle of a quoted sentence, such that “…she toddled the half-mile length of Pall Mall…” (Mechikoff, 2004, p. 72).
Questions I anticipate – and answers:

Really? No cover-sheet?
   I’m fine with a cover sheet, but not needed. Don’t forget to put details on subsequent pages.
Do we have to have 10 pages total?
   Yes. The assignment is 6-8 pages with up to 2 reference pages = 10 max (cover sheet is NOT page 1)
Do we have to have photos?
   No. But I will be grateful if you do. Up to 1 page of photos in your total of 6-8 pages of text.
Double-space our paper?
   Or 1.5 spacing, and 12 point-type.
Do we have to use Mechikoff?
   Yes. Six times. Be creative and you’ll find it easy.
So, 12 academic references + 6 Mechikoff equals 18 maximum?
   No, 18 minimum. You can use other fun, interesting pop-culture citations.
If I still have questions, what should I do?
   Write them down. Ask them in class. Others might have them too.
But what if I just can’t wait, Dr. V!
   Email me on Canvas. Or in emergency situations at vernon.andrews76@gmail.com

Due September 6 (hand in double-sided sheet in class): Essay Outline and ABSTRACT Assignment:

Your outline is to be turned in on one sheet of paper. Please use both sides. More than one sheet will not be accepted. Please include your name, the date, the class number, time and my name. Please use one-inch margins (at least), double or 1.5 spacing and 12-point type Please give a title that summarizes your work. Individualize your research. Readers should know the exact focus of your research by your title.

On one side, write an outline consisting of three main points each with three sub-points, such that your outline will have 1 - a, b, c; 2 - a, b and c; and 3 - a, b and c. Your three main points (1, 2 and 3) will be one line describing a major area you will review in your essay, such as “1. Violence during Gladiatorial Games,” while your sub-points of potential coverage will be a) “Gladiator death rates,” b) “Compensation for the death of gladiators,” and c) “Gladiator medical treatment.” Your main points (1, 2 and 3) are your meta-points and a, b and c sub-points are what you hope to cover under those meta-categories. If need-be, each sub-point can be up to two lines while each meta-point is only one line.

On the second side of your sheet of paper, please write an extended abstract of your prospective paper; 300 words should be your goal. This can be a natural outgrowth of your outline with extra detail included. This, obviously, should be no more than one page. Follow other abstracts you have read as guides. “Justify” left and right margins. Explain what you will study, your research methods, why you are interested in this topic (not common in abstracts, but I’d like to know), and some elaboration on your outlined areas of research from page one. Use informal language that can be understood by the lay person; you can insert “I” where appropriate; give me a full picture of what you are going to do. Note: you can change your mind on your areas of emphasis later, but do not change your major topic once you have written your outline. The key to this assignment is not how much you like the topic, but following the instructions and learning the lesson of outlines, which reside in organizing your thoughts, the research, and plotting a path forward without delay – and sticking to a topic of choice even though others look sexier.
KIN 160 Group Presentations

You will be paired with two other students and organize a 20-minute presentation on an assigned chapter from the text. The main point is to continue your learning around group and individual presentations. You will be asked to do something not as traditional as in your past formal talks. In your talk please summarize some key points in the chapter – you can take a tangent from the material and are asked to get outside photos and information on your topic. Dress as fun as you please (or dress casually). Keep our attention, and enlighten us on something the chapter might barely mention, but that you find intriguing. As long as you keep your focus on the history of sport and physical education, you can’t go wrong. Here are some other notes you might want to consider.

1. You can summarize essence of chapter: “These are the key points”
2. Don’t tell us everything: “This happened, and then this happened…”
3. The top five chapter points are sometimes enough
4. You have 20 minutes for your chapter review: 15 minute discussion w/class follows
5. Class needs to come up with questions for the group to fill the 15 minutes at the end
6. Organize as a power point presentation and practice as much as possible (2 times minimum)
7. Personalize your talk with real life examples – and always include contemporary examples
8. Use graphics to enhance your talk
9. Make the chapter stick in our memories – our book is very dense. What do you find intriguing?
10. You can discuss Key people and Key events (but not ALL)
11. What is the relationship in your chapter to physical education?
12. What is the relationship to play, games and sport in chapter?
13. Have some fun up front – be a bit adventurous (you can help your grade, but can’t hurt!)
14. Don't bore us by reading verbatim from book
15. Add to our knowledge of topic you have chosen
16. Solidify our knowledge of topic – so we remember your talk 10 years from now
17. Talk to me with questions about topics, format, risks!
18. “Next group” meets for review up front after class – right after the talk as I evaluate group
19. Two best speakers should go first and last in your group; get our attention, end strong.
20. Mix up male and female speakers to break monotony
21. Get the class involved in your topic
22. Dress clean & casual (interview at Barnes & Noble); No flip-flops, tight clothing, caps, sweats
23. I will give you some examples of good, creative student presentations from past semesters
24. Grades range from 16-20, so relax & have fun. Group continuity can help your individual grade.

LETTER GRADE SCALE & PERCENTAGE RANGE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>&gt; 97</td>
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<tr>
<td>A</td>
<td>93-96</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<td>B+</td>
<td>87-89</td>
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<td>B</td>
<td>83-86</td>
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<td>B-</td>
<td>80-82</td>
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<td>C+</td>
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<td>C</td>
<td>73-76</td>
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<td>C-</td>
<td>70-72</td>
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<td>D+</td>
<td>67-69</td>
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<td>D-</td>
<td>60-62</td>
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<tr>
<td>F</td>
<td>&lt; 59</td>
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Assignments and percentages

Groups (20 pts max)  20%
Test #1 (20 pts, Sept 24)  20%
Test #2 (20 points, Oct 15)  20%
Final essay (20 points, Nov 19)  20%
Final exam (20 points, FRI, Dec 16, 12:15)  20%

Each day late for essays or test taking is -1 point.

Classroom Protocol

- Past experience indicates that class attendance is the single most crucial factor in earning a good grade. Attend all classes. When you miss, you are responsible for getting all relevant notes.
- Other important criteria include taking part in discussions, asking questions, reading the assigned chapters, doing assignments on time, and not texting in class. Ever.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus information web page at http://www.sjsu.edu/gup/syllabusinfo/”

KIN 160, History of Sport and Physical Education, Fall 2016

The schedule is subject to change with fair notice in class and/or on Canvas.

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug 25</td>
<td>Introduction to Course: Responsibilities &amp; course objectives</td>
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<td>2</td>
<td>August 30</td>
<td>ESSAY TOPICS – OUTLINE</td>
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<td>2</td>
<td>Sept 1</td>
<td>ESSAY TOPICS – ABSTRACT</td>
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<td>3</td>
<td>Sept 6</td>
<td>Review of Outlines and abstracts (turn in paper 1-page copies in class)</td>
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<td>Tutorial in Public Speaking; groups chosen</td>
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<td>3</td>
<td>Sept 8</td>
<td>Group assignments and discussion of presentations and tests</td>
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<td></td>
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<td>Chapter 1: History &amp; Philosophy in Sport &amp; Physical Education: Ancient Civilizations (Mechikoff)</td>
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<tr>
<td>4</td>
<td>Sept 13</td>
<td>Chapter 2: Sumer, Egypt</td>
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<td>4</td>
<td>Sept 15</td>
<td>Chapter 2A: China and MesoAmerica</td>
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<td>5</td>
<td>Sept 20</td>
<td>Chapter 3 Ancient Civilizations: Greece, “The Olympic Games” I</td>
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<td>5</td>
<td>Sept 22</td>
<td>Chapter 3A, part II: “Sparta”</td>
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<td>Film on Ancient Sparta</td>
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<td>6</td>
<td>Sept 27</td>
<td>Chapter 4 Ancient Civilizations: Rome: Gladiators 3</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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<td>6</td>
<td>Sept 29</td>
<td>Chapter 4A, Part II: Rome (Flavian Amphitheater) 4</td>
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<td>7</td>
<td>Oct 4</td>
<td>Film – <em>Colosseum: A Gladiator’s Story</em></td>
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<td>7</td>
<td>Oct 6</td>
<td><strong>Test #1 (Chapters 1, 2, 3, 4 + both films) 20 points</strong></td>
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<td>8</td>
<td>Oct 11</td>
<td>Chapter 5: Philosophy, Sport, and Physical Education During the Middle-Ages: 900-1400 5</td>
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<td>8</td>
<td>Oct 13</td>
<td>Chapter 6: Renaissance and Reformation 6</td>
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<td>9</td>
<td>Oct 18</td>
<td>Chapter 7: The Age of Science and the Enlightenment 7</td>
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<td>9</td>
<td>Oct 20</td>
<td>Chapter 8: The Development of physical Education 8</td>
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<td>10</td>
<td>Oct 25</td>
<td>Chapter 9: The Impact of Science and the Concept of Health on the Development of Physical Education, 1885-1930 9</td>
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<tr>
<td>10</td>
<td>Oct 27</td>
<td><strong>Test #2 (on Chapters 5, 6, 7, 8 and 9) 20 points</strong></td>
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<td>11</td>
<td>Nov 1</td>
<td>Chapter 10: The Transformation of Physical Ed: 1900-1939 10</td>
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<td>11</td>
<td>Nov 3</td>
<td>Chapter 11: Sport in the Colonial Period <em>(II – or Dr. V)</em></td>
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<td>12</td>
<td>Nov 8</td>
<td>Chapter 12: Changing Concepts of the Body…Sport and Play in 19th Century America</td>
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<td>12</td>
<td>Nov 10</td>
<td>Dr. Shirley Reekie, presentation/group discussion on her book: <em>Bean Pods and Bod Mods</em></td>
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<td>13</td>
<td>Nov 15</td>
<td>Chapter 13: The 20th Century: Women’s issues in Modern Sport</td>
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<td>13</td>
<td>Nov 17</td>
<td><strong>Film: A league of their Own</strong> (Women and Baseball, WW II)</td>
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<td>14</td>
<td>Nov 22</td>
<td><strong>Turn in final essays (only on Canvas) (20 points)</strong></td>
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<td>14</td>
<td>Nov 24</td>
<td><strong>Happy Thanksgiving!</strong></td>
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<tr>
<td>15</td>
<td>Nov 29</td>
<td>Chapter 14: Pioneers and Progress (Olympics)</td>
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<td>15</td>
<td>Dec 1</td>
<td>Black Protest at the Olympics <em>(Smith &amp; Carlos, 1968)</em></td>
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<td>16</td>
<td>Dec 6</td>
<td>Chapter 15: The Cold War Olympics</td>
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<td>Dec 8</td>
<td><strong>Last Day of Class</strong></td>
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<td>Chapter 16: After the Cold War (1992-2008)</td>
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<tr>
<td>Final Exam</td>
<td>Dec 16</td>
<td>KIN 160 Final Exam: Friday, Dec 16, 12:15 pm, Room 242</td>
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<tr>
<td></td>
<td></td>
<td><strong>20 points, multiple choice, Chapters 10, 11, 12, 13, 14, 15, 16</strong></td>
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