

San José State University
College of Health and Human Sciences
Department of Kinesiology
KIN 160, History of Sport and Physical Education
Section 02 (Lecture), Spring 2022

Course and Contact Information

Instructor(s):	Michael Dao, Ph.D.
Office Location:	SPX (Spartan Complex) 113
Telephone:	408-924-2904
Email:	Michael.dao@sjsu.edu
Student Hours:	Mondays 10 AM – 12 PM (in person or via zoom appointment)
Class Days/Time:	Tuesday/Thursday: 1:30 PM - 2:45 PM • (Jan 27 – Feb 14 live Synchronous Zoom lecture)
Classroom:	Yoshihiro Uchida Hall (YUH) 243
Prerequisites:	KIN 70 or CCC equivalent; concurrent or any previous semester

Course Description

This course is designed to provide students with a historical portrayal of sport, physical education and physical culture primitive societies through classical and medieval periods to the 19th-20th century. The class will also explore the development of sport, physical education, and recreation in the U.S. and factors affecting their growth with a critical lens to examine the ways in which historical sport narratives impact current consumption of sport.

Department of Kinesiology Undergraduate Student Program Learning Outcomes (PLOs)

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 completion of Kinesiology 160, through well-prepared assignments and presentations, a high level of class participation, and satisfactory completion of examinations, the student will be able to:

1. Explain the significance of events in the history of sport/physical education/kinesiology/physical activity/physical culture, place them in the context of their times, and identify their influences in our current era.
2. Display an 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 and abroad.
3. Describe the contributions of leaders in kinesiology and sport/physical activity/physical culture 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 critical, historical, philosophical, 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

There is no required textbook for this course

*****All required readings can be found of Leganto on Canvas – Videos will be posted via Canvas**

Students are expected to complete the readings/activities **BEFORE** the relevant class so that you are able to participate fully in class discussion. Failure to complete these in advance of class has been the most common reason for failure in this class in past semesters; **success in this class is largely achieved through doing the readings, engaging with course concepts and participating in class (actively or passively).**

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.

Course Requirements and Assignments

Evaluation	Percentage
Bi-Weekly Discussion Posts & Class participation	10%
Letter to the Past (CLO 1,2)	10%
Doing Sport History Assignment (CLO 3-5)	15%
Midterm Exam (CLO 1)	20%
Critical sport history paper (CLO 4,6)	25%
Final examination (CLO 1-7)	20%

Instructions for online discussion posts & class participation (worth up to 10%)

This is an upper-year lecture-based course. As such, the instructor's role is to facilitate and guide discussion rather than deliver information. Active student participation is therefore essential to the success of the class. You may be asked to respond in detail to specific questions on readings during the class. You are also encouraged to form study/reading groups and to share ideas with each another as part of their preparation for class, and in preparing of papers.

Each student will be required to contribute to bi-weekly online discussion postings throughout the semester. The postings will be a space for you to reflect on readings, class discussions, or current events in regards to history of sport and physical education. Students are expected to write approximately 1-2 (400 words) thoughtful paragraphs per entry.

Please come to each class having read, listened to or watched the required materials for that week. Be ready to engage in activities during class, which may include (but are not limited to) discussion, debate, creative exercises, critical reflections, group facilitation, public speaking, etc.

Please note that the participation grade is based on the quality, not frequency, of your contribution during the class.

Instructions for "letter to the past" assignment (worth up to 10%):

This is an individual assignment. 2-3 pages double spaced. The purpose of this assignment is to get you to begin thinking about "history" critically; that is, as a concept that shapes what we do, what we value, who we think we are, and how we come to understand ourselves and how we "fit" into the world around us.

Choose a current event/issue in sport today (e.g., racial tensions in sport, labor issues among athletes, or gender equality in sport) then write a letter to a historical figure (e.g., Muhammad Ali, Bruce Lee, or a grandparent) in the past describing the event/issue. Describe to the reader the significance of the issue, why it is important, and what events have led to this event being noteworthy. You do not have to use any references to describe the significance but as a rule of thumb, if you are using facts that are not your own or not common knowledge, it is important to cite.

Moreover, make connections from the present to the past. A perfect example is the athlete activism that is currently going on today which has direct connection to the 1968 Olympics. Think about what has changed throughout the years or what has not changed which has resulted in this specific event/issue to come about. Think about what happened? Why did it happen? What has changed over time? What major event(s) led to this issue coming about? Who are the major figures participating? What is the current public discourse surrounding the event?

Lastly, input your own thoughts and opinions on the event/issue. There is no right or wrong answer here. The goal is to merely have you all think about the event/issue and ground the topic with relevant literature and facts, connect the present to the past, and also, for you to describe it to someone living in the past.

The evaluation will be:

Evaluation	Percentage
Descriptive of event/issue	2%
Interpretation/opinion of event/issue	3%

Writing	5%
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A detailed rubric is posted on Canvas.

Instructions for Doing Sport History Archival Assignment (worth up to 15%):

This is an individual assignment.

For this assignment students will conduct an analysis of a historical document found in the SJSU library archives. Specifically, students will conduct an analysis of a primary source pre-selected by Dr. Dao and Ms. Carli Lowe in relation to SJSU Sports History. A more detailed guideline and rubric will be posted on Canvas.

Instructions for Critical Sport History Paper (worth up to 25%):

Students will be required to historically analyze a major sporting event, person, or, topic. This can come in the form of a sport mega-event or some sort of controversial sporting moment in history. Sport mega-events, sports people and pressing topics maintain a significant place in history, becoming increasingly more politicized and problematized. Through analyzing major sporting events, including the Super Bowl, Olympic Games, FIFA World Cup, NHL Stadium Series and other significant events in the sporting. Students will confront the historical sport narratives created by major media outlets and the many critically relevant or ignored aspects of these events. Considerations of social, cultural, gendered, environmental, economic and other aspects of sport mega-events should be highlighted within these projects, with considerations of who the main stakeholders and beneficiaries of these events are. Students are encouraged to assess how their chosen event played out across traditional and non-traditional media outlets, paying close attention to the historical or political framing of the event. It is important to remember that the aim of this assignment is not necessarily to examine the events on the field, court or ice, but to consider the construction of the stories and narratives being told, and the ways in which these constructions serve to reproduce norms, values and stereotypes throughout history. Students are encouraged to consider issues of equity, racism, sexism, ableism, transphobia, etc. which are played out and reproduced through these events. Topics must be approved by the instructor. A list of potential topics will be discussed during class. Further instructions and rubric to be handed out in class.

“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 practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Final Examination

Monday, May 23, 12:15 – 2:30 PM

Grading Information

A plus = 97 to 100%	A = 93 to 96.9%	A minus = 90 to 92.9%
B plus = 87 to 89.9%	B = 83 to 86.9%	B minus = 80 to 82.9%
C plus = 77 to 79.9%	C = 73 to 76.9%	C minus = 70 to 72.9%
D plus = 67 to 69.9%	D = 63 to 66.9%	D minus = 60 to 62.9%
F = 0 to 59%		

Determination of Grades

- Grades for this course are determined on weighted percentages. That is, each assignment will be worth X amount of points. Then the points received out of total points worth will be multiplied by the percentage of the assignment. Example:
 - Letter to the past is worth a total of 50 points. Student A received 45/50 then 45/50 multiplied by 10 is 9% towards final grade.
- I will round up final grades at .6 thus if you have an 89.6 I will round up to a 90
- There will be no extra credit assignments for this class.
- All assignments MUST be submitted via Canvas by the posted due date and time. Late papers will be accepted up to 5 days late, with a penalty of a half grade (5%) per day, with the first late day starting at the posted due date and time.

Classroom Protocol

1. **Cell phone and mobile device policy:** The use of cell phones and other mobile devices *for personal communication* and off-task activities is disruptive to the class, to both the instructor and classmates, and is therefore strictly prohibited. However, using electronic devices for class purposes is allowed (i.e., taking notes, accessing powerpoints).
2. **Online etiquette:** As this course will be conducted online for three weeks there a few guidelines students should follow –
 - a. Make sure to be in a quiet place where you can login into your class meeting without noises, distractions and without being interrupted by other people;
 - b. If you live with roommates or family, make sure they know that you will be on an online session between such and such times, and that you should not be interrupted. If possible, they should try to keep the room where you are quiet (no loud noises, music or conversation);
 - c. It is a good idea to use a headset (headphones and mic) though not absolutely necessary;
 - d. Online meetings sometimes can be frustrating. If you run through technical problems, calm down, don't panic. We are all trying to do this together and we understand that sometimes it can be difficult to connect online! Don't give up and keep trying. Use the Chat window to communicate.
3. Only under extreme circumstances will an “incomplete” grade be assessed.

Class Format

- This course adopts a hybrid classroom delivery format. Students must have access to an electronic device (i.e., phone, laptop, tablet) that connects to the internet to access class materials, take exams and submit assignments through Canvas.

- Class will be a combination of lecture, seminar, and small group work.
- Prior to each class meeting, students are expected to prepare for class by completing the assigned readings
- During class, students are expected to actively engage with the course materials and make an effort to contribute to in-class activities and discussions. Each member of the class has valuable knowledge and experiences, and the class will benefit from your diverse perspectives.
- While numerous topics are somewhat controversial, this class shall be a safe place for students to respectfully voice their views. As will become evident early on, there are few absolute historical truths regarding sport and physical education.

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](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/> Make sure to review these university policies and resources.

The syllabus page contains information relevant to all courses at SJSU.

[General Expectations, Rights and Responsibilities of the Student](#)

[Workload and Credit Hour Requirements](#)

[Attendance and Participation](#)

[Timely Feedback on Class Assignments](#)

[Accommodation to Students' Religious Holidays](#)

[Dropping and Adding](#)

[Consent for Recording of Class and Public Sharing of Instructor Material](#)

[Academic integrity](#)

[Campus Policy in Compliance with the American Disabilities Act](#)

[Student Technology Resources](#)

[SJSU Peer Connections](#)

[SJSU Writing Center](#)

[SJSU Counseling and Psychological Services](#)

KIN 160 Section 02, Spring 2022 Course Schedule

This is a tentative schedule and as such is subject to change with fair notice. Advance notice for any changes will be provided on Canvas.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines	Assignments Due
1	Thu., Jan. 27, 2022	Course Introduction and overview	Student Introductions Discussion post due – Monday, Jan 31 by midnight
2	Tue., Feb. 1, 2022 & Thu., Feb. 3, 2022	<p>What is history? What is sports history?</p> <ul style="list-style-type: none"> ✓ Howard, J. (2018). On Sport, Public History, and Public Sport History. <i>Journal of Sport History</i> 45(1), 24-40. University of Illinois Press. Retrieved September 16, 2019, from Project MUSE database. ✓ James, G. (2017) Sport History Relevance and How We Need to Engage, The <i>International Journal of the History of Sport</i>, 34 (5-6), 351-356, DOI: 10.1080/09523367.2017.1381601 ✓ Moore, K. (2013). Sport History, Public History, and Popular Culture: A Growing Engagement. <i>Journal of Sport History</i>, 40(1), 39-55. Retrieved from http://www.jstor.org/stable/10.5406/jsporthistory.40.1.39 <p>***Try to read 2 out of 3 articles.</p>	
3	Tue., Feb. 8, 2022 & Thu., Feb. 10, 2022	<p>Methodological Approaches to Sport History:</p> <ul style="list-style-type: none"> ✓ Day, D. & Vampley, W. (2016). Sport History Methodology: Old and New. <i>International Journal of the History of Sport</i>, 323(15), 	

Week	Date	Topics, Readings, Assignments, Deadlines	Assignments Due
		<ul style="list-style-type: none"> ✓ Guttman, A. (2003). Sports, politics, and the engaged historian. <i>Journal of Contemporary History</i>, 38(3), 363-375. https://doi.org/10.1177/0022009403038003002 ✓ Mills, C.W. (1959). <i>The Sociological Imagination</i>. New York: Oxford Press. [Ch. 1 – The promise] – reading will be listed under “Files” on Canvas 	<p style="background-color: #90EE90; padding: 5px;">What is spot history and how do we do it discussion post due – Monday, Feb 14 by midnight</p>
4	Tue., Feb. 15, 2022 & Thu., Feb. 17, 2022	<p>Sport history and Ancient Egypt, Ancient China</p> <ul style="list-style-type: none"> ✓ Nigel, B. (2009). Sport in Egypt Ancient World. ✓ Yan, G., Tianju, Z., & Liebao, H. (2012). The Study of Chui Wan, a Golf-like Game in the Song, Yuan, and Ming Dynasties of Ancient China. <i>Journal of Sport History</i>, 39(2), 283-297. Retrieved from http://www.jstor.org/stable/10.5406/jsporthistory.39.2.283 ✓ Guo, J. & Li, R. (2017). The development of leisure sports in Ancient China and its contemporary sports culture value. <i>Advances in physical education</i>, 7(4), 377-382. https://scirp.org/journal/PaperInformation.aspx?PaperID=79593 <p style="text-align: center; color: red;">Thursday, February 17 – Class with Ms. Carli Lowe – University library archivist</p>	<p style="background-color: #FF69B4; padding: 5px;">Thursday, February 17- Letter to the Past Due</p>
5	Tue., Feb. 22, 2022 & Thu., Feb. 24, 2022	<p>Sport history and Ancient Greece and the Ancient Olympics</p> <ul style="list-style-type: none"> ✓ Crowther, N. (1999). Sports, nationalism and peace in ancient Greece. <i>Peace Review</i>, 11(4), 585-589. https://doi.org/10.1080/10402659908426311 	

Week	Date	Topics, Readings, Assignments, Deadlines	Assignments Due
		<ul style="list-style-type: none"> ✓ Morente, A. (2019). Sports training in ancient Greece and its supposed modernity. <i>Journal of Human Sport and Exercise</i>, 15(1), 163-176. https://rua.ua.es/dspace/bitstream/10045/91368/6/JHSE_15-1_15.pdf ✓ Allen, D. & Lantinova, V. (2013). The ancient olympics as a signal of city-state strength. <i>Economics of Governance</i>, 14(1), 23-44. https://link.springer.com/content/pdf/10.1007/s10101-012-0119-5.pdf 	<p style="background-color: #00FF00; padding: 5px;">Ancient Sport in Egypt, China and Greece Discussion post due – Monday, February 28 by midnight</p>
6	Tue., Mar. 1, 2022 & Thu., Mar. 3, 2022	<p>Sport history and Ancient Rome and MesoAmerica</p> <ul style="list-style-type: none"> ✓ Kyle, K. (1998). Spectacles of Death in Ancient Rome. <ul style="list-style-type: none"> ○ Read chapter 2 ONLY (42 pages) ✓ https://www.ancient.eu/article/604/the-ball-game-of-mesoamerica/ <p style="text-align: center; color: red;">Thursday, March 3 – Class with Ms. Carli Lowe – University library archivist</p>	
7	Tue., Mar. 8, 2022 & Thu., Mar. 10, 2022	<p>Decolonizing sport history</p> <ul style="list-style-type: none"> ✓ Clevenger, S.M. (2017) Sport history, modernity and the logic of coloniality: a case for decoloniality. <i>Rethinking History</i>, 21(4), 586-605, DOI: 10.1080/13642529.2017.1326696 ✓ Maclean, M. (2019). Engaging (with) Indigeneity: Decolonization and Indigenous/Indigenizing Sport History. <i>Journal of Sport History</i>, 46(2), 189-207. https://www.jstor.org/stable/10.5406/jsporthistory.46.2.0189#metadata_info_tab_contents ✓ Phillips, M., Field, R., O'Bonsawin, C., & Forsyth, J. (2019). Indigenous resurgence, regeneration, and decolonization through sport history. <i>Journal of Sport History</i>, 46(2), 143-156. 	<p style="background-color: #00FF00; padding: 5px;">Decolonizing Sport History Discussion post due –</p>

Week	Date	Topics, Readings, Assignments, Deadlines	Assignments Due
			Monday, March 14 by midnight
8	Tue., Mar. 15, 2022 & Thu., Mar. 17, 2022	<p>Colonialism and sport history</p> <ul style="list-style-type: none"> ✓ Dimeo, P. (2002). Colonial bodies, colonial sport: 'Martial' Punjuabis, 'Effeminate' Bengalis and the development of Indian Football. <i>The International Journal of the History of Sport</i>, 19(1). ✓ Gems, R. (2006). Sport, colonialism, and United States Imperialism. <i>Journal of Sport History</i>, 33(1), 3-25. ✓ Stoddart, B. (1988). Sport, cultural imperialism, and colonial response to the British Empire. <i>Comparative study of Society and History</i>, 11(1), 649-673. https://doi.org/10.1017/S0010417500015474 <p style="text-align: center;">Thursday, March 17 – Class with Ms. Carli Lowe – University library archivist</p>	
9	Tue., Mar. 22, 2022 & Thu., Mar. 24, 2022	<p>History of sport and social class</p> <ul style="list-style-type: none"> ✓ Wheeler, R. (1978). Organized sport and organized labour: The workers sports movement. <i>Journal of contemporary society</i>, 13(2). 191-210. ✓ Wilson, T. (2002). The paradox of social class and sports involvement: The roles of cultural and economic capital. <i>International Review for the Sociology of Sport</i>, 37(1), 5-16. doi: 10.1177/1012690202037001001 	<p>MIDTERM EXAM ON Thursday March 24</p> <p>Critical Sports History Paper Topic Discussion post due – Monday, March 28 by midnight</p>
10	Tue., Mar. 29, 2022	SPRING BREAK – NO CLASSES	

Week	Date	Topics, Readings, Assignments, Deadlines	Assignments Due
	& Thu., Mar. 31, 2022		
11	Tue., Apr. 5, 2022 & Thu., Apr. 7, 2022	<p>Historical perspectives of race, ethnicity and culture in sport</p> <ul style="list-style-type: none"> ✓ Hartmann, D. (1996). The politics of race and sport: Resistance and domination in the 1968 African American Olympic protest movement, <i>Ethnic and racial studies</i>, 19(3), 548-566. <p>Videos:</p> <ul style="list-style-type: none"> ✓ Thursday, April 7: Watch – 1968 – A Mexico City Documentary I NBC Olympics https://youtu.be/7Ss6qavj29c <ul style="list-style-type: none"> ○ On your own time. Pay attention to who and what. 	Thursday, April 7 – Doing Sport History Assignment Due
12	Tue., Apr. 12, 2022 & Thu., Apr. 14, 2022	<p>Continue: History of Race and Sport in America</p> <ul style="list-style-type: none"> ✓ Wiggins, W. (1988). Boxing's Sambo Twins: Racial Stereotypes in Jack Johnson and Joe Louis Newspaper cartoons, 1908 – 1938. ✓ Lowenfish, L. (2008). The Rise of Baseball's Racial Quota System in the 1950s. <i>NINE: A Journal of Baseball History and Culture</i> 16(2), 52-61. doi:10.1353/nin.2008.0015. <p>Videos:</p> <p>Jack Johnson (PBS) - https://www.youtube.com/watch?v=uK4uBF7waw</p>	History of Race and Sport Discussion post due – Monday, April 18 by midnight
13	Tue., Apr. 19, 2022	<p>Gender, sexual orientation and subversive discourse in sport history</p> <ul style="list-style-type: none"> ✓ Enever, A. (2015). 'How the modern girl attains strength and grace': the Girl's Own Paper, sport and the discipline of the female body, 1914 – 1956. <i>Women's History Review</i>, 24(5), 662-680. doi: 10.1080/09612025.2015.1028208 	

Week	Date	Topics, Readings, Assignments, Deadlines	Assignments Due
	& Thu., Apr. 21, 2022	<ul style="list-style-type: none"> ✓ Pieper, L. (2012). Gender regulation: Rene Richards Revisited. <i>The International Journal of the History of Sport</i>, 29(5), 675-690. ✓ Vertinsky, P. (1994). Gender relations, women's history and sport history: A decade of changing enquiry, 1983-1993. <i>Journal of Sport History</i>, 21(1), 1-24. 	
14	Tue., Apr. 26, 2022 & Thu., Apr. 28, 2022	<p>International Sporting History: Latin America and Asia</p> <ul style="list-style-type: none"> ✓ Arbena, J. (2000). Meaning and joy in Latin American sports. <i>International Review for the Sociology of Sport</i>, 35(1), 83-91. doi: 10.1177/101269000035001007 ✓ Carr, K. (1993). Making way: War, philosophy and sport in Japanese Judo. <i>Journal of Sport History</i>, 20(2), 167-188. ✓ Torres, C. (2006). The Latin American 'Olympic explosion' of the 1920s: Causes and consequences. <i>The International Journal of the History of Sport</i>, 23(7), 1088-1111. doi: 10.1080/09523360600832320 	<p style="background-color: #00FF00; padding: 5px;">International Sport History Discussion Post due – Monday, May 2 by midnight</p>
15	Tue., May. 3, 2022 & Thu., May. 5, 2022	<p>North American Sports History: Indigenous peoples and physical culture</p> <ul style="list-style-type: none"> ✓ Forsyth, J. & Wamsley, K. (2006). "Native to native...we'll recapture our spirits": The world indigenous games and north American games as cultural resistance. <i>The International Journal of the History of Sport</i>, 23(2), 294-314. doi: 10.1080/09523360500478315 ✓ McKee, T., & Forsyth, J. (2019). Witnessing Painful Pasts: Understanding Images of Sports at Canadian Indian Residential Schools. <i>Journal of Sport History</i> 46(2), 175-188. https://www.muse.jhu.edu/article/733510. 	

Week	Date	Topics, Readings, Assignments, Deadlines	Assignments Due
		<p>✓ Robidoux, M. (2002). Imagining a Canadian Identity through Sport: A Historical Interpretation of Lacrosse and Hockey. <i>The Journal of American Folklore</i>, 115(456), 209-225.</p> <p>https://www.jstor.org/stable/4129220?seq=1#metadadata_info_tab_contents</p>	
16	Tue., May. 10, 2022 & Thu., May. 12, 2022	Final class wrap up	<p>Critical Sport History Paper Due – Thursday May 12</p> <p>Final Discussion Post due by Monday, May 16 by midnight</p>
Final Exam		Monday, May 23	