

San José State University
Department of Kinesiology
KIN 160, History of Sport and Physical Education
Section 1, Spring 2022, In person

Course and Contact Information

Instructor:	Shirley H.M. Reekie, PhD
Email:	shirley.reekie@sjsu.edu
Office:	SPX 173K
Phone:	408 924 3020 (faster answer via email as I am only on campus 2 days/week)
Office Hours:	Via Zoom by appointment at a mutually convenient time
Class Days/Time:	T/Th 9:00-10:15; class is in person format
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 (from a historical perspective, in this class)

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/physical activity, 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/physical activity 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
8. understand the meaning and value of different types of sources and be able to evaluate each

Required Readings/Videos etc.

You 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, preparing the work before class, and participating in class. Because you are not being asked to purchase a textbook for this class, you are expected to pay for admission to museum(s) (if this is possible) and for renting/watching the videos. Total cost estimated to be less than \$50.

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 is linked on Canvas.)

University Archivist

Carli Lowe, carli.lowe@sjsu.edu (408) 808 2343 is the university archivist. You should contact her with any questions about how to find good sources for your papers and/or if you cannot access the full paper you wish to read (sometimes you initially get access only to the abstract).

Course Requirements and Assignments

Evaluation	Percentage
Sports equipment analysis (see p. 8) (CLO 1,4)	50 points (5%)
Movie review (see pp. 8-9) (CLO 1,2)	100 points (10%)
Participation in class discussion/conversation by asking/answering questions) (CLO 1-7)	200 points (20%) Hint: many students fail to do this, or start late. DO IT, to make a HUGE difference in your grade! Participation is a critical part of the class--so is preparation
Midterm (CLO 1)	200 points (20%)
Term paper (see pp. 9-11) (CLO 4,6)	250 points (25%) see sample paper on Canvas first!
Final examination (CLO 1-7)	200 points (20%)

Double or trouble

“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

Monday May 23rd, 7:15-9:30 AM.

Grading Information (keep your scores, add them up and you will ALWAYS know your current grade).

E.g. after the sports equipment analysis (possible 50 points) and the movie review (possible 100 pts), perhaps you scored 43/50 + 79/100 = 122/150 which equals 81% which is a B-. I will also enter on Canvas as soon as possible after each assignment. Check your participation card each class for any errors: updates not considered late.

1000-900 pts (100-90%) = A/A-

899-800 pts (89-80%) = B+/B/B-

799-700 pts (79-70) = C+/C/C-

699-600 pts (69-60%) = D+/D/D-

599 pts (59%) and below = F

- Extra credit is not available
- Late work is not accepted without appropriate paperwork, and only for “serious and compelling reasons” with some type of written evidence
- You are encouraged always to know your own standing by using your assignment scores to calculate your current grade

Classroom Protocol/Expectations

* I expect students to attend all classes and be on time; if you do/are not, you are responsible for listening to/watching the recording of the class or finding the information from other students if an in-person class

* 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. Those who watch the recording can earn participation points by emailing me a question after watching the class *within 24 hours of the end of the relevant class*. Not accepted late

* I expect students to have completed the assigned readings/other activities before class so that you are able to talk about the subject matter in an informed manner. BE SKEPTICAL! ALWAYS CONSIDER THE SOURCE!!

Above all: BE CURIOUS—if you find a word, an idea that you don’t know: LOOK IT UP!!!

* I expect students to participate fully; either with or without being called upon to do so; I keep a record of both attendance and participation each day

* I expect students to participate in in-class searches for information

* I hope students will come to this class with an open mind that history can be fun!

University Policies

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

This course is constantly updated to utilize as many primary or scholarly sources as possible. You should try to use only these two types of sources, also, using only secondary or non-scholarly sources as a last (and unreliable) resort. Some links are not so reliable—evaluate each as you encounter it. How?

As with historical sources, the same is true of how you view the news or anything online today: Who wrote it? What was their purpose? What depth is there? What is their particular bias? How does this source compare with other sources? (P-CACAO)

PURPOSE

COVERAGE

AUTHORITY

CURRENCY (less important for historical sources, obviously)

ACCURACY

OBJECTIVITY

For a more in-depth look at this, see:

https://cdn.dal.ca/content/dam/dalhousie/pdf/library/CoreSkills/6_Criteria_for_Websites.pdf

KIN 160 Section 1 Spring 2022 Course Schedule

This schedule is subject to change with fair notice that will be sent via email, if necessary. Be skeptical of some of these sites! We will discuss their credibility in class. *Italics mean you need to do something in advance of class.*

Highlighted means you need to obtain a movie in advance; red means an assignment is due; green is a possible visit. If a link is found to be broken, whoever notifies me first will earn an additional 1 point! I will assign an alternative activity. All checked to be good January, 2022.

Course Schedule (submit all papers to me, directly, via email, preferably in Word, or pdf)

Week	Date	Topics, Assigned Preparation (things to be done BEFORE class are in italics, Deadlines)
		PART ONE: CHRONOLOGICAL HISTORICAL APPROACH
1	Jan 27	Rosters; adds; questions. Review syllabus. Meaning and value of history? Why might KIN 160 be of use to you in your profession and in life? <i>Read The Historian's Toolkit:</i> https://www.boisestate.edu/history/history-tool-kit-2/ <i>Read:</i> https://en.wikipedia.org/wiki/History_of_sport Wikipedia is only a start! Good history not only chronicles, but also <i>explains and interprets.</i> <i>Read:</i> Time article, Aug 20, 2018 "Fake News" on Canvas <i>View surfboards:</i> http://surfbunker.com/Portals/0/surfbunker/blog/images/modernday.jpg?ver=2018-10-16-105129-000 and try to account for the reasons for all changes; group worksheet in class NOTE: you need to complete the visit to the Rosicrucian Egyptian Museum BEFORE next Thursday's class and only open F/Sa/Sun.
	Jan 28/29/30	Visit Rosicrucian Museum on your own. Only open F/Sa/Sun. (See Feb 8 for details). Virtual visit is acceptable but less informative. No backpacks!
2	Feb 1	Physical activity origins. Physical activity for survival/"prehistory"/"primitive" <i>Watch before class movie "The Clan of the Cave Bear"; how important was physical activity then? What types of physical activity were critical?</i> Review of scholarly journals in sport/physical education history: research this on your own to discuss journals in class. You may use these for your assignments.
2	Feb 3	Discuss visit to Rosicrucian Museum; <i>have completed handout ready in class.</i> Rosicrucian Museum; visits ARE currently possible--buy \$8 student ticket online beforehand at https://egyptianmuseum.org/admissions-hours If visiting is not possible, take the virtual tour at: https://egyptianmuseum.org/360-museum-tour <i>Before class, read:</i> https://www.ancient.eu/article/1036/games-sports--recreation-in-ancient-egypt/ and http://www.sis.gov.eg/section/722/733?lang=en-us Download handout on Canvas before visit.
3	Feb 8	<i>Before class, read any two of these articles about ancient China and/or ancient India:</i>

Week	Date	Topics, <i>Assigned Preparation (things to be done BEFORE class are in italics, Deadlines</i>
		<p>Ancient China: https://www.scirp.org/journal/PaperInformation.aspx?PaperID=79593 and http://home.uchicago.edu/~jcarlsen/2007/downloads/SportAndCompetitionInAncientChina_eng.pdf</p> <p>Ancient India: https://www.slideshare.net/chaudharypawankumar/history-of-physical-education-in-india-pk-77690676 and https://www.academia.edu/21815198/ANCIENT_INDIAN_SPORTS_A_HISTORICAL_ANALYSIS?auto=download</p>
3	Feb 10	<p>Ancient Greece/ancient Olympics; <i>explore beforehand four articles:</i> https://www.olympic.org/ancient-olympic-games and https://www.smithsonianmag.com/history/ancient-history-cheating-olympics-180960003/ and https://www.britishmuseum.org/sites/default/files/2019-09/british_museum_olympic_games.pdf and https://www.khanacademy.org/humanities/ancient-art-civilizations/greek-art/beginners-guide-greece/a/olympic-games</p>
4	Feb 15	<p>Ancient Rome: <i>watch before class movie “Gladiator”</i> <i>Watch virtual visit to the Roman baths at Bath, UK:</i> https://www.youtube.com/watch?v=ZQajMPQmIrA and https://www.youtube.com/watch?v=Woy35Oxyog <i>Sports equipment review paper due before class starts.</i></p>
4	Feb 17	<p>Middle Ages <i>Review online of Bayeux tapestry:</i> https://www.bayeuxmuseum.com/en/the-bayeux-tapestry/ <i>Explore court ball games of ancient mesoAmerica:</i> https://www.ancient.eu/article/604/the-ball-game-of-mesoamerica/ <i>View this painting:</i> https://en.wikipedia.org/wiki/The_Fight_Between_Carnival_and_Lent#/media/File:Pieter_Bruegel_d._%C3%84._066.jpg <i>and think about what it might have meant in the 16th C and watch:</i> https://www.khanacademy.org/humanities/whp-origins/era-4-regional/43-a-dark-age-beta/v/impact-of-the-crusades Renaissance and Reformation <i>Read:</i> https://slideplayer.com/slide/6952512/</p>
5	Feb 22	<p>19th century physical activity/gymnastics in Germany and Sweden. <i>Read:</i> “Cultural Confrontations” on Canvas <i>and then explore the internet on this topic on your own online.!</i></p>
5	Feb 24	<p>Development of 19th century physical activity/team sport in England. <i>Read:</i> https://www.bbc.co.uk/history/british/victorians/sport_01.shtml and <i>listen to:</i> https://www.bbc.co.uk/sounds/play/b01bbcqn <i>Read excerpt below from Part 2 Chap 8 of “Tom Brown’s Schooldays”:</i></p> <p>“Come, none of your irony, Brown,” answers the master. “I’m beginning to understand the game scientifically. What a noble game it is, too!”</p> <p>“Isn’t it? But it’s more than a game. It’s an institution,” said Tom.</p> <p>“Yes,” said Arthur—“the birthright of British boys old and young, as habeas corpus and trial by jury are of British men.”</p> <p>“The discipline and reliance on one another which it teaches is so valuable, I think,” went on the master, “it ought to be such an unselfish game. It merges the individual in the eleven; he doesn’t play that he may win, but that his side may.”</p> <p>“That’s very true,” said Tom, “and that’s why football and cricket, now one comes to think of it, are such much better games than fives or hare-and-hounds, or any others where the object is to come in first or to win for oneself, and not that one’s side may win.”</p> <p>(The entire book is at: http://www.gutenberg.org/files/1480/1480-h/1480-h.htm) More on Muscular Christianity: https://davidtitterington.medium.com/muscular-christianity-and-the-colonizing-power-of-modern-sports-1aa8051b7ec8</p>

Week	Date	Topics, <i>Assigned Preparation (things to be done BEFORE class are in italics, Deadlines</i>
6	Mar 1	Colonial American sport/physical activity. <i>Read:</i> http://www.newenglandhistoricalsociety.com/seven-colonial-new-england-games/ and: http://www.congregationallibrary.org/blog/201402/puritans-and-sport and browse: https://books.google.com/books?hl=en&lr=&id=wZFTnS1owzIC&oi=fnd&pg=PR9&dq=history+of+us+sport+before+the+civil+war&ots=z7Zv4r3PH6&sig=BTkVSdopvedsoa7MKzaQ7zruILE#v=onepage&q=history%20of%20us%20sport%20before%20the%20civi1%20war&f=false
6	Mar 3	Conducting historical research in the field and help for your term paper, with University Archivist, Carli Lowe. Place TBD By now, you should know your term paper topic and have begun to collect sources. We will discuss today, so bring your references and questions.
7	Mar 8	US sport/physical activity 1776-1840s. <i>Read:</i> https://www.encyclopedia.com/history/news-wires-white-papers-and-books/1815-1850-sports-and-recreation-overview Review errors from last paper—have your movie paper draft in front of you so you can improve for the next assignment!
7	Mar 10	US sport/physical activity 1840s-1890s. <i>Read:</i> http://www.ushistory.org/us/39b.asp and click on links on LHS. <i>Written movie review assignment due before class starts</i>
8	Mar 15	US sport/physical activity 1900 to present https://www.cbssports.com/mlb/news/baseball-in-1918-inside-the-birth-of-the-national-anthem-in-sports-womens-teams-and-negro-leagues/ <i>Read</i> “The Case for and Against Intercollegiate Athletics for Women” on Canvas <i>Read</i> “Physical Education: An Academic Discipline” on Canvas <i>Read</i> “The Soft American” https://www.si.com/vault/issue/43278/15 (starts on p. 17-- this is the original primary source!) or at: http://www.recreatingwithkids.com/news/read-it-here-kennedys-the-soft-american/ Browse: https://www.supremecourt.gov/opinions/20pdf/20-512_gfbh.pdf?campaign_id=9&emc=edit_nn_20210622&instance_id=33568&nl=the-morning@i_id=111843385&segment_id=61363&te=1&user_id=b9f4f098d60f3ea07e51671463cc3cc0
8	Mar 17	Olympics 1896-1968. <i>Watch movie “The First Olympics Athens 1896”;</i> watch movie “Olympia” at https://www.youtube.com/watch?v=zHN8Jwku1Nc watch movie “1968” at https://www.youtube.com/watch?v=7Ss6qayj29c
9	Mar 22	Olympics 1972-2020; read http://www.currybet.net/cbet_blog/2008/08/a-brief-history-of-olympic-dis-6.php and and http://www.currybet.net/cbet_blog/2008/08/a-brief-history-of-olympic-dis-7.php and http://www.currybet.net/cbet_blog/2008/08/a-brief-history-of-olympic-dis-8.php and http://www.currybet.net/cbet_blog/2008/08/a-brief-history-of-olympic-dis-9.php and http://www.currybet.net/cbet_blog/2008/08/a-brief-history-of-olympic-dis-14.php and http://www.currybet.net/cbet_blog/2008/08/a-brief-history-of-olympic-dis-15.php
9	Mar 24	Midterm to be completed in class today. No make ups unless for documented serious and compelling reason
	Mar 28- Apr 1	SPRING BREAK

		PART TWO: THEMATIC HISTORICAL APPROACH
10	Apr 5	SJSU Kinesiology department <i>Read</i> “Bean Bags to Bod Pods” assigned chapter (book is on Canvas)
10	Apr 7	History of sport/PA and religion. <i>Read:</i> http://sociology.iresearchnet.com/sociology-of-sport/sports-and-religion/ <i>Read:</i> http://oxfordre.com/religion/view/10.1093/acrefore/9780199340378.001.0001/acrefore-9780199340378-e-145 <i>Read:</i> https://ussporthistory.com/2015/05/11/the-religious-origins-of-sports-in-america/ <i>Read:</i> https://www.si.com/vault/1976/04/19/614818/religion-in-sport
11	Apr 12	History of sport/PA and gender. <i>Watch first:</i> https://www.bing.com/videos/search?q=league+of+their+on&qft+=filterui%3amsite-youtube.com&view=detail&mid=347C8F58C1619679F3B5347C8F58C1619679F3B5&&FORM=VDRVRV https://amazingwomeninhistory.com/the-new-woman-and-her-bicycle/ <i>Watch before class movie “League of Their Own”</i> <i>Read:</i> https://www.womenshistory.org/articles/womens-sports-history <i>Read:</i> http://thesportjournal.org/article/a-history-of-women-in-sport-prior-to-title-ix/ <i>Read:</i> https://projects.sfchronicle.com/2016/summer-of-women/ <i>Read:</i> https://www.olympic.org/women-in-sport/background/key-dates <i>Read:</i> https://www.pri.org/stories/2016-08-17/see-120-years-struggle-gender-equality-olympics
11	Apr 14	History of sport/PA and politics/nationalism/nation-building/colonialism/globalization <i>Read these 5 articles:</i> https://bleacherreport.com/articles/25902-globalization-and-sports-an-overview-part-i https://www.tandfonline.com/doi/pdf/10.1080/17430430802472319 https://academic.oup.com/dh/article/28/5/637/337162 https://www.tandfonline.com/doi/abs/10.1080/714001839?journalCode=fhsp20 https://www.e-ir.info/2019/06/23/the-limits-of-soft-power-sports-diplomacy-templates-in-ir-research/ History of Sport and Physical Culture in Republican China (partial); <i>read</i> https://books.google.com/books?hl=en&lr=&id=bs1Qw7yv-DQC&oi=fnd&pg=PR9&dq=history+of+sport&ots=JkDWAvm1E5&sig=UhRkGDh21y-ohytE1ucByAlb_1o#v=onepage&q=history%20of%20sport&f=false Indigenous sport history, <i>read:</i> https://ecampusontario.pressbooks.pub/indigstudies/chapter/indigenous-sports/
12	Apr 19	History of sport and class (using “Posture” as the subtopic); <i>read</i> http://www.truemovement.net/historical-posture-perspective/ <i>read:</i> https://brokenclipboard.wordpress.com/2016/04/11/social-class-and-sports-2/
12	Apr 21	History of sport/PA and race 1 <i>Read:</i> https://www.theguardian.com/sport/2018/aug/28/notes-from-an-ungrateful-athlete-why-race-and-sports-matter-in-america and <i>read:</i> http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.821.4960&rep=rep1&type=pdf <i>and read:</i>

		https://bleacherreport.com/articles/73113-a-history-of-african-american-athletes http://www.footballperspective.com/the-101-year-history-of-black-quarterbacks-in-the-nfl/ https://edition.cnn.com/2021/04/26/sport/rose-robinson-forgotten-heroine-athlete-activism-cmd-spt-intl/index.html
13	Apr 26	History of sport/PA and race 2; discussion and catch up. How has learning changed your thinking? <i>Re-view movie "1968 Olympics" at</i> https://www.youtube.com/watch?v=7Ss6qavj29c https://www.researchgate.net/publication/45151530_Exercise_is_Medicine_A_Historical_Perspective
13	Apr 28	History of fitness, activity promotion, health/medicine 1: <i>read</i> https://www.unm.edu/~lkravitz/Article%20folder/history.html https://www.artofmanliness.com/articles/the-history-of-physical-fitness/ https://academic.oup.com/ije/article/30/5/1184/724212 Disability sport history: <i>read</i> http://www.disabilitysport.org.uk/a-brief-history-of-disability-sports.html and http://www.accessibilitynewsinternational.com/a-history-of-disability-or-differently-abled-sport/ <i>Term presentation papers due before class starts. Read the two sources marked * at the end of this syllabus before writing!!</i>
14	May 3	History of fitness, activity promotion, health/medicine 2 <i>Read:</i> https://www.cdc.gov/nccdphp/sgr/intro2.htm <i>Read:</i> https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1294279/pdf/jrsocmed00089-0044.pdf and <i>Read/watch:</i> http://mentalfloss.com/article/62991/1960s-high-school-gym-class-would-ruin-you
14	May 5	History of sport/PA as business; sport and the media. <i>Read</i> (article is incomplete; <i>read</i> all of chapter 2 shown): https://books.google.com/books?hl=en&lr=&id=d6HhgJDGXtQC&oi=fnd&pg=PA49&dq=history+of+us+sport+before+the+civil+war&ots=yjOl6MPTfk&sig=IPuYIqOtL-ye9NiU51uK2P5HZS0#v=onepage&q&f=false and <i>read:</i> https://www.businessinsider.com/evolution-how-we-watch-sports-2011-4#1920--the-first-widespread-radio-broadcasts-1 <i>Listen to:</i> http://www.pbs.org/wgbh/americanexperience/features/boys36-radio/ and <i>read:</i> https://beonair.com/history-of-sports-broadcasting/
15	May 10	<i>Student reports on term paper (2 min each!)</i>
15	May 12	<i>Student reports on term paper (2 min each!)</i>
Final exam	MON May 23 7:15-9:30 AM	Written final. <i>Read beforehand:</i> http://www.pages.drexel.edu/~rosenl/sports%20Folder/Teaching%20Sport%20as%20History.pdf There will be a question based in this reading.

* Guide to how to write history:

<https://www.geraldschlabach.net/about/relationships/benedictine/courses/handouts/historical-writing/>

* How to Google for primary sources and how to evaluate sources: <http://robinmkatz.com/resources>

Instructions/evaluation for sports equipment paper (worth up to 50 points or 5% of total course grade)

Guideline length: no more than 2 pages plus reference page. Ideas: swimwear, ice skates, sails, rackets, oars....do NOT choose surfboards, which we have covered in class! Try to choose something unusual and do some real research. For example, football helmets are so much written about, if you chose that I will expect the paper to be truly excellent! Something a little less written about, which requires more work, is likely to gain a better grade.

Choose a sport with which you are familiar; select one piece of equipment that shows change over time, then describe and account for that change. You should use references, preferably primary or scholarly, to help you earn a better grade. Think on the macro level: what changes in law, technology, rules, society etc. have caused the change over time in the piece of equipment chosen. Who made it happen, if known? What exactly was the change? When and where did the change(s) happen? Why has it changed? How has it changed?

Evaluation/rubric for sports equipment paper (max possible 50):

Criteria	Excellent (6)	Good (4)	Fair (2)	Poor (0)
At least 3 references	Has 3 or more	Has 1 or 2	Has only 1 and/or not relevant	None included
Evaluation of each source used in reference list	Uses P-CACAO fully	Some but not using P-CACAO	Very little evaluation of any type	None included
Logical presentation	Paper flows; is easy to follow	Some "jumping around"	Difficult to follow	No obvious organization
Grammar, spelling, punctuation	Few, if any, errors	Some errors that begin to detract from content	Presentation interferes with comprehension	No evidence of proofreading; so many errors almost unreadable
Technological change*	Included in good detail	Included but little detail	Mentioned in passing	Not mentioned
Societal change*	Included in good detail	Included but little detail	Mentioned in passing	Not mentioned
Legal change*	Included in good detail	Included but little detail	Mentioned in passing	Not mentioned
Rule change*	Included in good detail	Included but little detail	Mentioned in passing	Not mentioned
Descriptive	Who, what, where, when all covered	At least 3 covered but not all 4	At least 2 covered but not 3 or 4	1 or none mentioned
Interpretive	Both how and why covered in detail	Both how and why covered superficially	Either how or why covered, but not both	Neither mentioned

* mention any two (required) and more if they make sense to include

Up to 2 bonus points for an outstanding paper

Instructions/evaluation for movie review (worth up to 100 points or 10% of total course grade)

Review one movie from the list below: (HPAS = history of physical activity, sport). NO more than 3 pages plus reference page.

HPAS and religion

Chariots of Fire 1981 (Christian and Jewish British runners at 1924 Olympics)

HPAS and gender

Bend it Like Beckham 2003 (British girls and soccer football)

Love and Basketball 2000 (a man and woman try for NBA/WNBA)

Million Dollar Baby 2004 (gender and class in boxing)

Gracie 2007 (pre-Title IX implementation, a girl tries to play on boys' soccer team)

Offside 2006 (Iranian girls disguise themselves as boys to watch soccer)

HPAS and ethnicity/race

Race 2016 (Jesse Owens in 1936 Olympics)

Ali 2001 (the life story of boxer Muhammad Ali 1942-2016)

Remember the Titans 2000 (race integration in a southern HS town in 1971)

42 2013 (Jackie Robinson integrates modern baseball in 1940s)

HPAS and nationalism/politics/nation-building

Invictus 2009 (South African rugby and the ending of apartheid early 2000s)

True Blue 1996 (rowing at Oxford/Cambridge in 1980s)

Red Army 2015 (Soviet hockey in 1980s)

Miracle 2004 (US Olympic hockey team in 1980)

HPAS and education/class

The Pride of the Yankees 1942 (Lou Gehrig in 1930s baseball)

Hoop Dreams 1994 (HS basketball in 1980s)

The Greatest Game Ever Played 2005 (amateur/professional golf in 1913)

Dogtown and Z-Boys 2001 (surfing/skateboarding in 1970s)

HPAS and media coverage

Harvard Beats Yale 29-29 2008 (Ivy League college football in 1968)

Eight Men Out 1988 (the throwing of the 1919 World Series)

Select and watch ONE of the movies in this list and **USE these headings.**

- *plot*: one short first paragraph of not more than half a page to give the outline of the movie's plot. Do not write more than that
- *historical accuracy*: check other sources to see if it deviates from reality, explain how, and speculate on why; if a film of fiction, use other sources to determine how realistic is it
- what you notice regarding *differences from today* with respect to equipment, styles of play, clothing, the athletes themselves, social change, other? and explain the differences

You should utilize references in your writing (not merely list at the end which will earn you no additional points), which—if appropriate—will earn you additional points.

Evaluation/rubric for movie review paper (max possible 100):

Criteria	Excellent (13)	Good (9)	Fair (5)	Poor (0)
Paragraph on plot content	Fully describes most important points of movie; does not exceed 1 para	Plot summary is incomplete or uses published review or exceeds 1 para	Incomplete or poorly describes plot, misses main points	Not included
At least 3 references	Has 3 or more	Has 1 or 2	Has only 1 and/or not relevant	None included
Evaluation of each source used on refs page	Uses P-CACAO fully	Some but not using P-CACAO	Very little evaluation of any type	None included
Logical presentation	Paper flows; is easy to follow	Some "jumping around"	Difficult to follow	No obvious organization
Grammar, spelling, punctuation	Few, if any, errors	Some errors that begin to detract from content	Presentation interferes with comprehension	No evidence of proofreading; so many errors almost unreadable
Historical accuracy	Shows evidence of having researched this in detail and referenced	Shows some knowledge/ Research or is not fully referenced	Little evidence of research on historical accuracy, barely mentioned	Not mentioned
Differences from today	Included in good detail	Included but little detail	Mentioned in passing	Not mentioned

Up to 9 bonus points for an outstanding paper

Instructions/evaluation for main term assignment (worth up to 250 points or 25% of total course grade No more than 5 pages plus reference page. Quality is more important than quantity! Sample paper is on Canvas.

This can be conducted from home/online, but visiting a library etc. to use REAL primary sources is much, much better! Whether you use online or non-online sources, briefly (1 sentence) critically evaluate each source used at the end, after each reference, within your reference list.

Topic: research, and present information about the intersection of politics and sport/PA, from a historical perspective. Your topic must relate to race, gender, or another movement for social change, that has occurred in sport/PA. Sometimes, more recent historical events are actually more difficult to research than things farther removed from today. This is because we have sometimes not yet developed a historical perspective on newer events. However, as you have learned in this class, no event happens in a vacuum; all that happens is produced by events that came before, and in turn those events will also influence the future. Whatever you choose, you should follow it through from the start to how it influences the present.

First, chose the sport/physical activity event that you will write about, and describe that in your opening paragraph. Then explain events that led up to that as fully as you can and since, from a historical perspective. Examples of ideas include, but are not limited to (a possible starting point is in parentheses but evaluate it!):

- * Colin Kaepernick taking a knee before football games (<https://theundefeated.com/features/a-timeline-of-events-since-colin-kaepernicks-national-anthem-protest/>)
- * NASCAR and the banning of the display of the Confederate flag (<https://www.nascar.com/news-media/2020/06/10/nascar-statement-on-confederate-flag/>)
- * the efforts /protests of the women's soccer world cup team to get equal pay to the men's team (<https://www.nbcnews.com/news/sports/women-s-team-hides-u-s-soccer-logo-during-anthem-n1156261>)
- * the evolution in attitude of the International Olympic Committee towards political protest at the games (<https://www.nbcnews.com/news/sports/protests-sweep-sporting-world-olympics-slow-walk-decision-easing-rules-n1231157/>)
- * the use of the name "Redskins" for the Washington-based football team and the controversy surrounding it <https://www.foxbusiness.com/sports/nike-washington-redskins-apparel-team-name-change>
- * and many other possibilities (Jackie Robinson's influence on baseball to this day; English soccer players each having "Black Lives Matter" in place of their names on their shirts; apartheid in South African sport; the SJSU/UTEP football game in 1967 etc.)

Decide on your subject by doing some initial research, and establish the start time and major highlights through to the present. Next, research the context, i.e. what of relevance was going on in the community/state/nation/world that influenced your topic. This will involve you doing some general historical reading after you do some initial source research. **You should use a minimum of 5 sources (each of which is referred to in your paper and critically evaluated after each on the refs page); points gained for using primary or scholarly sources**

Format: submit your paper in Word. If you do not have Word, let me know and we will agree on an alternative.

Reference format (APA style)

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).

Any time you use 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. PROOF READ by reviewing multiple times AND take it to the SJSU Writing Center for input or ask a friend to review also. See <http://www.sjsu.edu/writingcenter/>

Evaluation/rubric for term paper (max possible 250)

Criteria	Excellent (41)	Good (30)	Fair (18))	Poor (0)
Title and introduction	Fully and accurately describe what the paper is about; does not exceed 1 para/equivalent	Either title or introduction does not describe the contents or exceeds 1 para	Incomplete or poorly describes paper	Not included or generic (such as "sport history paper")!
At least 5 references, scholarly/primary?	Has 5 or more scholarly/primary	Has 3 or 4 or some secondary	Has only 1 or 2 and/or mostly secondary	None included
Evaluation of each source in a sentence on the refs page	Uses P-CACAO appropriately	Some but not using P-CACAO	Very little evaluation of any type	None included
Logical presentation; continuity/depth	Presentation flows; is easy to follow; deep content	Some "jumping around" and/or more superficial	Difficult to follow and superficial	No obvious organization; little depth
Grammar, spelling, punctuation; if voiced, flows without "filler" words ("you know," "basically," "like")	Few, if any, issues	Some issues that begin to detract from content	Presentation interferes with comprehension	No evidence of review; so many errors almost incomprehensible
Set in wider context of time(s)	Much relevant societal context	Included but little detail and/or not relevant	Mentioned in passing	Not mentioned

Up to 4 bonus points for outstanding presentation. Papers will not be accepted late, except in cases of emergency, with documentation

Checklist: Be certain (a) you have selected a topic that relates to political protest and sport/PA; (b) you have used at least 5 and mostly primary or scholarly sources and have evaluated each; (c) you have placed the local description within the relevant local and national social history context; (d) you have listed all your references

somehow; (e) you have chosen a title that accurately reflects your topic, which is outlined in the first para; (f) you have thoroughly reviewed your work; (g) you have included sufficient information to do justice to your subject and it is presented logically in an easy-to-follow manner.

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 presentation, not merely listed at the end. As in any presentation, back up points you make with examples, argue your case logically, and present with care. Read sport history journals to see how you should write! Watch well produced documentaries/listen to good radio presentations.

Finding good sources 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/viewer/listener 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!!