



SUL ROSS
KINESIOLOGY DEPARTMENT

KES 4390
Sports History
Fall 2024

Dr. Billy Jack Ray

Associate Professor - Kinesiology

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Office Hours: M 10-11, 1-2, T 9-12, 1-2, W 10-11, 1-2, R 9-12, 1-2, and F 9-12 ***By appointment*** (email to set up an appointment)
Meeting: MW 11:00 – 11:15 am GPC 108 with Blackboard components
Required Text: **A History and Philosophy of Sport and Physical Education: From Ancient Civilizations to the Modern World**
7th Edition – Robert Mechikoff
ISBN: 9781259922435

COURSE DESCRIPTION

This course is a study of the historical development of organized physical activity and designed to improve the understanding and appreciation of the purpose, value, nature, scope and significance of exercise and sport. 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. This course 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.

EXPECTATION OF STUDENTS

Students are responsible for keeping up with the reading and are expected to read the assigned chapters and/or other posted readings prior to class in order to contribute to online discussion. Connect assignments are expected to be completed on time.

Marketable Skills – The following marketable skills are met in this course:

- **Collaboration**
- **Communication** – students will offer written communication in the form of a research paper.
- **Critical Thinking**
- **Career Management**
- **Creativity**

STUDENT LEARNING OUTCOMES

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

1. The student will be able to define physical education and identify the role of physical education in public education.
2. Apply the five basic philosophical theories to physical education.
3. Identify the earliest civilizations such as Egypt and China's position and roles in sport and physical education.
4. Explain the contributions of the ancient Greeks to modern physical education and sport.
5. Describe Roman sport and the influence it had on the sport of future generation.
6. Identify the factors in the medieval society, which affected the growth of sport and physical education.
7. List and briefly identify the major movements of the Renaissance.
8. Describe the sports that evolved with the Knights of the chivalric period.
9. Name the outstanding leaders of early physical education and sport in Modern Europe.
10. Explain the difference in gymnastics (physical education & sport) programs developed and promoted by Germany, Sweden, Great Britain, France, and Denmark.
11. Trace physical education in America from 1820's to the present.
12. Trace the growth of sport in American life.

COURSE OBJECTIVES: Students will be able to:

1. Explain the significance of events in the history of human performance 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.
3. Describe the contributions of leaders in kinesiology and sport around the world.
4. Explain in detail how sport and physical cultures developed in North America.
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 or practices through the use of multimedia technologies.

Attendance

This course is asynchronous, no attendance grade will be taken.

GRADING POLICIES/TESTING/ASSIGNMENTS/ATTENDANCE/EXPECTATIONS

Grade calculation	% of Grade	Grading Scale
Connect SmartBook Assignments (6)	45% (6 @ 75 = 450 points)	895 or more A
Unit Test (3)	30% (3 @ 100 = 300 points)	795-894 B
Final Paper	10% (100 points)	695 – 794 C
Final Exam	15% (150 points)	595 – 694 D
		Less than 595 F
		Total Points = 1000

No Late Assignments Will Be Accepted. Also, No Credit Will Be Given For Any Late Assignments

Course Schedule

		<u>Blackboard Assignment</u>
<u>Week 1</u>	<p><u>Chapter 1</u>: History and Philosophy of Sport and Physical Education</p> <p><u>Chapter 2</u>: Summer, Egypt, China, and Mesoamerica</p>	SmartBook 1 <small>10-27-24</small>
<u>Week 2</u>	<p><u>Chapter 3</u>: Greece</p> <p><u>Chapter 4</u>: Rome</p>	SmartBook 2 Test 1 <small>11-03-24</small>
<u>Week 3</u>	<p><u>Chapter 5</u>: Philosophy, Sport, and Physical Education During the Middle Ages: 900–1400</p> <p><u>Chapter 6</u>: The Renaissance and the Reformation: 1300–1600</p> <p><u>Chapter 7</u>: The Age of Science and the Enlightenment: 1560–1789</p>	SmartBook 3 <small>11-10-24</small>
<u>Week 4</u>	<p>Chapter 8: Philosophical Positions of the Body and the Development of Physical Education: Contributions of the Germans, Swedes, and Danes in Nineteenth-Century Europe</p> <p>Chapter 9: Sport in the Colonial Period</p> <p>Chapter 10: Changing Philosophical and Theological Concepts of the Body: An Overview of Sport, Discrimination, and Play in Nineteenth-Century America</p>	SmartBook 4 Test 2 <small>11-17-24</small>
<u>Week 5</u>	<p>Chapter 11: The Impact of Science and the Concept of Health on the Theoretical and Professional Development of Physical Education: 1885–1930</p> <p>Chapter 12: The Transformation of Physical Education: 1900–1939</p> <p>Chapter 13: The Evolution of Physical Education: 1940 and Beyond</p> <p>Chapter 14: Sport in the Twentieth Century</p>	SmartBook 5 <small>11-24-24</small>
<u>Week 6</u>	<p>Chapter 15: Pioneers and Progress: 1896–1936</p> <p>Chapter 16: The Cold War Olympics: 1948–1988</p> <p>Chapter 17: After the Cold War: 1992–2022</p>	SmartBook 6 Test 3 <small>12-01-24</small>
<u>Week 7</u>		Final Research Paper <small>12-06-24</small>
<u>Week 8</u>	Final Exam Week	Final Exam <small>12-9-24</small>

All test and assignments will be due on the date shown by 11:59 pm.

Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Accidents & Injuries

In the case of bodily or personal property damage, the Kinesiology Department will not be held responsible. The student must report any field experience related injury or illness to the Instructor immediately. Any expense incurred due to injury or illness will be the student's responsibility.

Academic Integrity Statement

Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else's work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others, are all examples of academic dishonesty. It is your responsibility to read and understand the university's policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. The Student Handbook can be found at: <https://www.sulross.edu/page/2454/student-handbook> (page 80).

In addition, please note that plagiarism detection software will be used in this class for written assignments, as well as monitoring software for course exams.

Academic Civility Statement

Students are expected to interact with professors and peers in a respectful manner that enhances the learning environment. Professors may require a student who deviates from this expectation to leave the face-to-face (or virtual) classroom learning environment for that particular class session (and potentially subsequent class sessions) for a specific amount of time. In addition, the professor might consider the university disciplinary process (for Academic Affairs/Student Life) for egregious or continued disruptive behavior.

Academic Affairs Service Statement

Sul Ross faculty, staff, and students are expected to model responsible citizenship through service activities that promote personal and academic growth while enhancing the university, local, regional, national, and global communities. These activities will foster a culture of academic/public engagement that contributes to the achievement of the university's mission and core values.

Academic Excellence Statement

Sul Ross holds high expectations for students to assume responsibility for their own individual learning. Students are also expected to achieve academic excellence by:

- Honoring the core values of Sul Ross.
- Upholding high standards of habit and behavior.
- Maintaining excellence through class attendance and punctuality.

- Preparing for active participation in all learning experiences.
- Putting forth their best individual effort.
- Continually improving as independent learners.
- Engaging in extracurricular opportunities that encourage personal and academic growth.
- Reflecting critically upon feedback and applying these lessons to meet future challenges.

ADA Statement

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartze, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: mschwartze@sulross.edu .