



KINE 4390-2W1
ST: Sports History
Fall 2026

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Office Hours:

- Available **by appointment**
- To schedule a meeting, please email or use the online booking link:
[Schedule an Appointment](#)

Course Delivery

Format: Web-Delivered via Blackboard

All course materials, announcements, assignments, and assessments will be managed through the Blackboard learning platform.

Class Start and End Dates – 1st 8 Weeks: 10/19/26 to 12/09/26

Required Textbook

A History and Philosophy of Sport and Physical Education: From Ancient Civilizations to the Modern World (8th Edition)

Authors: Robert A. Mechikoff

Publisher: McGraw-Hill Education

Format: eBook with Connect

This class requires McGraw Hill Connect textbook access –

- You do not need to purchase the book or McGraw Hill Connect
- The McGraw Hill Connect materials are included in your Sully Shelf Book Fee (\$250).
- McGraw Hill Connect will be automatically available in Blackboard once the course begins.
- This class is NOT accessed through the BryteWave Link. You may still use the BryteWave Link to access other eBook Companies in other classes, but not this one.
- The best thing to do is just click on the assignment to go directly into Connect (create an account if you have not done so before, make sure you use your SRSU email address).

Instructions on How To Access Connect Material: Please watch these 2 videos:

- <https://video.mhhe.com/watch/Uthnw8apvaUvo6DJnwfi1d?>
- [How to pair your BB Ultra w/ MH Connect LTIA.](#)

McGraw-Hill Connect Tech Support number – 800-331-5094.

Course Description

History and Philosophy of Sport and Physical Education examines the historical and philosophical development of sport, physical education, and kinesiology from ancient civilizations to the modern era. Areas to be addressed include the role of sport and physical activity in Ancient Egypt, Greece, and Rome; major individuals, movements, beliefs, and events that shaped physical education and sport; the emergence and development of physical education and kinesiology as academic and professional disciplines; and the historical development of the modern Olympic Games. Emphasis will also be placed on examining the social, cultural, political, and philosophical influences that have shaped sport and physical education and continue to impact the field of kinesiology today.

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

- **Collaboration** – Students will engage with classmates through structured online discussions and peer responses, allowing them to exchange perspectives, consider differing viewpoints, and develop a broader understanding of historical and philosophical issues related to sport and physical education.
- **Critical Thinking** – Students will analyze significant historical events, individuals, movements, and philosophical perspectives that have influenced the development of sport, physical education, and kinesiology. Course assignments will require students to examine connections between historical developments and contemporary issues in sport and physical activity.
- **Communication** – Students will strengthen written communication skills through course assignments, online discussions, peer responses, and the final project. Students will practice clearly explaining historical and philosophical concepts while supporting their perspectives with appropriate evidence and examples.
- **Career Readiness** – Through four progressive assignments leading to a final project, students will develop research, analysis, communication, and professional presentation skills applicable to careers in kinesiology, physical education, coaching, sport administration, and other sport-related professions.

Course Objectives

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

- **Explain the historical and philosophical foundations** of sport, physical education, and kinesiology and their influence on the development of the profession.
- **Trace the development of sport and physical activity across major civilizations and historical periods**, including ancient civilizations, Greece, Rome, the Middle Ages, the Renaissance, the Enlightenment, and the modern era.
- **Identify significant individuals, movements, events, and philosophical ideas** that contributed to the development of sport, physical education, and kinesiology.
- **Compare historical and philosophical perspectives of the body, physical activity, education, health, and sport** across different cultures and time periods.
- **Analyze the social, cultural, political, scientific, and religious influences** that have shaped sport and physical education throughout history.
- **Examine the historical development of physical education and kinesiology as academic and professional disciplines**, including major changes in their purposes, practices, and professional identities.
- **Evaluate issues of access, discrimination, and social change in sport**, including how race, gender, social class, and other societal factors have influenced participation and opportunities throughout history.

- **Explain the development and significance of the modern Olympic Games**, including the influence of nationalism, politics, international conflict, the Cold War, and changing global conditions.
 - **Connect historical and philosophical developments to contemporary issues** in sport, physical education, coaching, and kinesiology.
 - **Communicate informed perspectives on historical and philosophical issues in sport and physical education** through written assignments, online discussions, peer responses, and a culminating final project.
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Grading Policies

Grade calculation	% of Grade	Grading Scale
Pre-Course Assignments	20 points (2%)	895 or more A
Connect SmartBook Chapter Readings	17 @ 20 = 340 (34%)	795-894 B
Tests	2 @ 50 = 100 points (10%)	695-794 C
Semester Long Project: Sports History	4 @ 100 points = 400 points (32%)	595-694 D
Final Sports History Plan / Responses	2 @ 100/40 points = 140 points (12%)	Less than 594 F
		Total Points = 1000

*Letter Grading as per SRSU policy will be used in this course.

Note: Satisfactory progress in the Sports Administration program means a cumulative GPA of 3.0 in all core classes (e.g., everything leading up to the final practicum course). In most cases, this means a 'B' or better in each class is considered satisfactory progress.

Tentative Course Calendar

Week	Content	Due
1 10/19 to 10/25 10/21 Last Day for Schedule Changes	Blackboard - Start Here, Pre-Course Assignments Chapter 1 - History and Philosophy of Sport and Physical Education Chapter 2 - Summer, Egypt, China, and Mesoamerica Chapter 3 – Greece	Introduce Yourself Discussion and Responses – 10/25 Pre-Course Check & Quiz – 10/25 Connect Chapter 1 – 10/25 Connect Chapter 2 – 10/25 Connect Chapter 3 – 10/25
2 10/26 to 11/1 10/26 Last day to drop w/out creating	Chapter 4 – Rome Chapter 5 – Philosophy, Sport, and Physical Education During the Middle Ages: 900–1400	<u>Assignment 1</u> - 11/1 Connect Chapter 4 – 11/1 Connect Chapter 5 – 11/1

academic record 10/30 Deadline to apply for Fall 2026 Graduation	Chapter 6 – The Renaissance and the Reformation: 1300–1600	Connect Chapter 6 – 11/1
3 11/2 to 11/8	Chapter 7 – The Age of Science and the Enlightenment: 1560–1789 Chapter 8 – Philosophical Positions of the Body and the Development of Physical Education: Contributions of the Germans, Swedes, and Danes in Nineteenth-Century Europe Chapter 9 – Sport in the Colonial Period	Connect Chapter 7 – 11/8 Connect Chapter 8 – 11/8 Connect Chapter 9 – 11/8 <u>Assignment 2</u> - 11/8
4 11/9 to 11/15	Chapter 10 – Changing Philosophical and Theological Concepts of the Body: An Overview of Sport, Discrimination, and Play in Nineteenth-Century America Chapter 11 – The Impact of Science and the Concept of Health on the Theoretical and Professional Development of Physical Education: 1885–1930 Chapter 12 – The Transformation of Physical Education: 1900–1939	Mid-term Exam (Ch. 1-9) – 11/15 Connect Chapter 10 – 11/15 Connect Chapter 11 – 11/15 Connect Chapter 12 – 11/15
5 11/16 to 11/22 11/20 Last Day to Drop with a “W”	Chapter 13 – The Evolution of Physical Education: 1940 and Beyond Chapter 14 – Sport in the Twentieth Century	<u>Assignment 3</u> - 11/22 Connect Chapter 13 – 11/22 Connect Chapter 14 – 11/22
6 11/23 to 11/29 11/25 to 11/27 Thanksgiving Day Holiday	Chapter 15 – Pioneers and Progress: 1896–1936 Chapter 16 - The Cold War Olympics: 1948–1988 Chapter 17 - After the Cold War: 1992–2022	<u>Assignment 4</u> - 11/29 Connect Chapter 15 – 11/29 Connect Chapter 16 – 11/29 Connect Chapter 17 – 11/29
7 11/30 to 12/6	Final Exam Final Sports History Project	Final Exam (Ch. 10-17) – 12/6 <u>Final Sports History Plan</u> – 12/6

8 12/7 to 12/9	Sports History Plan Responses	<u>Sports History Responses – 12/9</u> Will not accept assignments after 12/9
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*****Recommend copy/save all discussions from yourself and others, and all submitted work so you can have this material for your COMP exam at the end of the program.**

Pre-Course Assignments (20 Points Total)

To ensure a successful start to the course, students must complete the following pre-course assignments:

1. Syllabus Check & Quiz (10 points total)

- **Format:** 10 multiple-choice questions, worth 1 point each
- **Purpose:** This quiz is designed to confirm that you have thoroughly read and understood the syllabus, including important policies, expectations, and course logistics.
- **Attempts:** You may take the quiz as many times as you like. Your highest score will be recorded.
- **Submission of this quiz indicates that you acknowledge and understand all course expectations as outlined in the syllabus.**

2. Introduce Yourself Discussion (10 points total)

- **Initial Post (6 points):** Use the provided prompts to write a thoughtful introduction so your instructor and classmates can get to know you.
- **Replies to Classmates (4 points):** Respond meaningfully to at least **two** classmates' posts (2 points each).
- **Purpose:** This assignment helps build community and connection in our online learning environment.

SmartBook via Connect Chapter Readings (340 Points Total)

About SmartBook: SmartBook is an adaptive learning tool that highlights key concepts, provides multimedia support (videos, slideshows), and prompts students with practice questions. By analyzing your answers, SmartBook identifies areas you need to review and creates a personalized learning path.

Quiz Details:

- **Total Connect Readings:** 17 (Chapters 1–17)
- **Points per Quiz:** 20 points
- **Total Points Possible:** 340 points
- All due dates are listed in the Course Calendar and are due **every Sunday at 11:59 p.m.**
- You are encouraged to use your **e-textbook, class notes, and PowerPoint slides** as references while taking the quizzes.

Late Policy:

- **Late submissions will not be accepted under any circumstances.** Please plan accordingly and complete quizzes by the posted deadlines.
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Exams (100 Points Total)

There will be **two major exams** during the semester: a **Midterm (Ch. 1-9)** and a **Final Exam (10-17)**, each worth **100 points**. These assessments are designed to measure your understanding and application of key concepts covered in the course.

Exam Format and Guidelines:

- Each test covers approximately 8-9 chapters.
- Each exam contains **50 multiple-choice questions**, worth **1 points each**.
- You will have **unlimited time** to complete the test **once it has been started**, but only **one attempt** is allowed.
- Tests are **open-note**, and you may use any of the following:
 - Notes you have taken
 - The course e-textbook
 - Chapter PowerPoints
- Exams are **not automatically scored**, and you will not be able to view your results immediately after submission.
- Tests are taken through **Proctorio**, which requires proper setup prior to testing. Failure to set up Proctorio will prevent test access. [Proctorio Quick Tips](#)
- PowerPoints for each chapter are posted in Blackboard. SmartBook readings, lectures, and note-taking are strongly recommended for success.

Late Policy:

- Exams submitted **1–7 days late** will incur a **50% penalty**.
- After 7 days, a late exam may no longer be accepted without prior instructor approval.

Technical Issues:

If you experience any technical issues (e.g., the exam closes unexpectedly or fails to submit), you must notify the instructor **immediately**. Failure to do so may result in your actions being flagged for **academic dishonesty**.

Helpful Tips for Success:

1. **Set a study schedule** and stick to it.
2. **Read each chapter thoroughly**—do not skim.
3. **Take notes and highlight key concepts** while reading.
4. **Review your notes** and re-read challenging sections before testing.
5. **Take the exam in a quiet, distraction-free environment.**

Semester Project: 10 Moments That Changed Sport (400 Points Total)

Throughout this 8-week course, students will develop a **10 Moments That Changed Sport** project examining sports history from ancient civilizations through the modern era. Students will use the textbook, credible research, and historical analysis to determine which moments had the greatest impact on the development of sport and society.

Project Components

The project will be developed through **four assignments (100 points each)**:

- **Assignment 1 – Ancient Moments That Shaped Sport:** Select 2 moments from Chapters 1–3.
- **Assignment 2 – Building Modern Sport:** Select 3 moments from Chapters 4–9.
- **Assignment 3 – Sport Changes Society:** Select 3 moments from Chapters 10–14.
- **Assignment 4 – Olympics & the World:** Select 2 moments from Chapters 15–17 and create a preliminary Top 10 ranking.

For each selection, students will explain **what happened, why it was historically significant, what changed because of it, its lasting impact, and why it deserves consideration for the Top 10.**

AI Integration

AI tools such as ChatGPT, Microsoft Copilot, or Google Gemini may be used as **strategic support tools** for brainstorming, comparing events, challenging selections, and exploring historical perspectives. Students are responsible for verifying AI-generated information using the textbook and credible sources.

AI is a tool—not the historian. You are. Final selections, rankings, and historical arguments must represent the student's own conclusions.

Final Sports History Plan Submission (140 points Total)

Final Project – Week 7 (100 points total)

Students will create a **PowerPoint or one-page PDF** ranking their final selections from **#10 to #1**. Students may revise or replace earlier selections after completing Chapter 17. The presentation should include appropriate historical visuals, credible sources, and a References slide.

Students will conclude by defending **why their #1 selection is the most important moment in sports history.**

Peer Review – Week 8 (40 Points total, 20 points each)

Students will review classmates' final projects and submit **two peer responses**, comparing selections, discussing areas of agreement or disagreement, identifying something new learned, and connecting the projects to course material.

Project Goal

By the end of the project, students should be able to explain **how sport became what it is today** and defend which historical moments had the greatest influence on its development.

READ → RESEARCH → SELECT → ANALYZE → COMPARE → RANK → DEFEND

Peer Review and Discussion

To encourage professional critique and collaborative learning, students will participate in peer review of final projects.

- **Peer Responses to Final Sports Plans (40 points total)**
 - Students must submit **two peer responses** (20 points each).
 - Each response must be a **minimum of 250 words**.
 - Peer feedback should be thoughtful, constructive, and analytically focused, offering meaningful insight into strategy, alignment, strengths, and areas for improvement.
 - Generic or superficial responses will not receive full credit.

COURSE REQUIREMENTS DEADLINE

To allow adequate time for grading, ****all course requirements must be submitted by the final deadline:**

- **Wednesday of Week 8 at 11:59 PM (Central Time).**

Any work submitted after this deadline will **not** be accepted or counted toward your final grade—**no exceptions**.

Please ensure all assignments are completed and submitted **on time** throughout the course.

LATE WORK POLICY

All coursework must be submitted by the deadlines posted in Blackboard. The following policies apply to late submissions:

- **Connect SmartBook Chapter Readings:**
 - **No late submissions will be accepted.**
- **Other Assignments (Pre-Course Assignments, Assignments, Sports History Plan Submissions, and Tests):**
 - **1–7 days late:** 50% deduction
 - **More than 7 days late:**
 - Must receive **prior approval** from the instructor to be considered for grading.
 - If approved, a **minimum 50% deduction** will apply.

Note: Extensions are not guaranteed. It is the student's responsibility to communicate proactively if extenuating circumstances arise.

UNIVERSITY POLICIES

Americans with Disabilities Act (ADA Statement)

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities.

It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Tiffany Telesca, Director of the Counseling Center & Office of Accessibility Services at 432-837-8042 or email tiffany.telesca@sulross.edu. The counseling office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

Required Student Responsibilities Statement

All full-time and part-time students are responsible for familiarizing themselves with the [Student Handbook](#) and the [Undergraduate & Graduate Catalog](#) and for abiding by the [University rules and regulations](#). Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as 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 a secure login. 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. Directions for filing a student complaint are located in the student handbook.

Academic Integrity Statement

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources ***unless permission is expressly given*** for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Counseling

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting [Timelycare/SRSU](https://www.timelycare.com/SRSU). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

Libraries

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu/. Off-campus access requires logging in with your LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Supportive Statement

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

Tutoring Center

[The Lobo Den Tutoring Center](#) offers FREE tutoring support to help you excel in your courses. Whether you need assistance in Writing, Math, Science, or other subjects, we're here to help!

Important Information:

- **Drop-in and Scheduled Appointments:** Flexible options to fit your needs.
- **Hours of Operation:** Monday–Friday, 8:00 AM – 5:00 PM.
- **Workshops:** Attend our regularly hosted academic workshops on STEM topics and professional development, often in collaboration with specialized faculty.
- **Location:** BWML Room 128.
- **Contact Us:** For more information or to book an appointment, email tutoring@sulross.edu or call (432) 837-8726.

Looking for additional support?

- **Tutor.com** offers FREE 24/7 online tutoring in over 200 subjects, including specialized support for ESL and ELL learners with native Spanish-speaking tutors.
- **Access Tutor.com via Blackboard:** Log in to your Blackboard account to get started anytime, anywhere.

Take advantage of these valuable resources to boost your confidence and performance in your classes. We look forward to helping you succeed!

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 to injury or illness to the instructor immediately. Any expense incurred due to injury or illness will be the student's responsibility.

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.

AI Policy Statement: Sul Ross State University Kinesiology Department

The Sul Ross State University Kinesiology Department is committed to upholding the highest standards of academic integrity and excellence. As artificial intelligence (AI) tools become increasingly accessible, we recognize their potential as valuable resources for learning and innovation. However, it is imperative that students use AI tools ethically and responsibly.

The improper use of AI in assignments, including but not limited to, generating content without proper attribution, submitting AI-generated work as one's own, or using AI tools to circumvent the learning process, constitutes academic dishonesty. Such actions undermine the educational goals of our programs and violate the University's Code of Conduct.

Students found to be improperly using AI for assignments may face severe consequences, including but not limited to receiving a failing grade for the assignment or course. Additionally, such violations will be referred to the Dean of Students Office for further disciplinary action, which may include probation, suspension, or expulsion from the University.

We encourage students to seek guidance from their instructors if they have any questions about the appropriate use of AI in their coursework. Our department is committed to fostering an environment of integrity, where students can achieve their academic and professional goals through honest and meaningful engagement with their studies.