

WILLIAM PATERSON UNIVERSITY  
COLLEGE OF SCIENCE AND HEALTH  
DEPARTMENT OF KINESIOLOGY

ONLINE COURSE SYLLABUS – WINTER SESSION

TITLE OF COURSE AND COURSE NUMBER:

KNES2540-80 History and Philosophy of Sport and Physical Activity - Online 3 Credits

DEPARTMENT: Kinesiology

DEPARTMENT SECRETARY: Diane Jagt

DEPARTMENT SECRETARY'S PHONE NUMBER: (973) 720-2362

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SEMESTER OFFERED: Winter Session 2013-2014

FACULTY MEMBER: Robb S. Rehberg, PhD, ATC, CSCS, NREMT

OFFICE HOURS: By appointment during winter session

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REQUIRED TEXTS:

Mechikoff, RA & Estes, SG (2013) *A History and Philosophy of Sport and Physical Education, 6/E.*  
Boston: McGraw Hill Publishers.

STUDENT LEARNING OUTCOME OBJECTIVES: Upon completion of this course students will be able to:

- a. Use reputable Internet sites to retrieve information about the nature and purpose of physical activity from ancient Greece to the Age of European nationalism that will be assessed by performance on written reports and examinations.
- b. Identify and describe at least two physical activities performed in the early cultures of North America, the Orient, the Middle East, and Africa that will be assessed through both written assignments and group discussion.
- c. Critically analyze characteristics of pre-modern and modern sport that will be assessed by instructor's monitoring of small group discussion
- d. Trace the evolution and development of the profession of physical education in America that will be assessed by through written examinations and group discussion
- e. Identify at least eight pioneers and leaders whose contributions in establishing the profession of physical education are assessed through written assignments and examinations.

- f. Define idealism, realism, pragmatism, existentialism and at least two other philosophical approaches which will be assessed by performance on written examinations.
- g. Formulate a personal philosophy of physical activity (sport, athletics, or exercise) that will be assessed through a written assignment
- h. Apply and improve writing skills through written assignments assessed by the instructor.
- i. Evaluate the contributions of Cooper's Aerobics Movement in comparison with the fitness movement of the 1950s which is assessed by written assignments and examination

**TOPICAL OUTLINE OF THE COURSE CONTENT:**

**Unit I: Ancient Civilizations**

- 1. History and Philosophy in Sport and Physical Education
- 2. Sumer, Egypt, China, and Mesoamerica
- 3. Greece
- 4. Rome

**Unit II: From the Spiritual World to the Secular World: Changing Concepts of the Body**

- 5. Philosophy, Sport, and Physical Education During the Middle Ages: 900-1400
- 6. The Renaissance and the Reformation: 1300-1600
- 7. The Age of Science and the Enlightenment: 1560-1789
- 8. Philosophical Positions of the Body and the Development of Physical Education: Contributions of the Germans, Swedes, and Danes in Nineteenth-Century Europe

**Unit III: The Theoretical and Professional Development of American Physical Education**

- 9. The Impact of Science and the Concepts of Health on the Theoretical and Professional Development of American Physical Education, 1885-1930
- 10. The Transformation of Physical Education: 1900-1939

**Unit IV: Historical and Philosophical Development of Sport in America**

- 11. Sport in the Colonial Period
- 12. Changing Concepts of the Body: An Overview of Sport and Play in Nineteenth-Century America
- 13. Sport in the Twentieth Century

**Unit V: A Social and Political History of the Modern Olympic Games**

- 14. Pioneers and Progress: 1896-1936
- 15. The Cold War Olympics: 1948-1988
- 16. After the Cold War: 1992-2004

**TEACHING METHODS:** Online interfacing, group discussion, self-activity.

## COURSE EXPECTATIONS:

This is an accelerated, three week online course. In order to succeed in this class, students will be required to complete daily assignments during the three week period. Assignments will include the following:

1. Required Readings. All students are required to obtain a copy of the textbook used for this course **prior to the first day of the course**. It will be difficult, if not impossible, to complete this course without it. Reading assignments can be found on the Assignment Schedule document located in the Course Documents folder. A different chapter will be assigned each weekday of the three week course.
2. Written Assignments. Five one-page written assignments related to the assigned readings will be due, one for each learning module. The writing assignment, which is usually in the form of two or three essay questions, will be due on the date listed on the schedule. You should read each question and provide a thoughtful response to each. One or two sentence responses will not earn a high grade.
3. Group Discussion Activities. Discussion topics, ten in all, will be posted on Blackboard on Mondays, Wednesdays, and Fridays. Students will be required to participate in the discussion that day by submitting two posts: a new thread answering the questions posed in the topic, and a response/critique to a thread posted by a classmate. The deadline for participating in each discussion is 11:59pm on the date of the assignment. *The discussions are interactive in nature, so do not wait until the last moment to participate in the discussions.* Topics are based on the reading assignments in the book, so you should take a few moments to think about what you have read about the topic in the assigned reading or textbook. Then give your substantive response in 25 to 100 words. *One-line statements like, "I agree" or "ditto for me" and the like are not acceptable.* Original thread postings and responses will be evaluated for a grade.
4. Activity Assignments – Students must complete ten activity assignments. These assignments, such as fill-in, multiple choice, matching and other activities will be posted on Mondays, Wednesdays, and Fridays, and are due on the following day. Consult the course schedule for more information.
5. Term Assignment – High School Athletics: National/Regional Tournaments and All-Star Games. High school athletics have become increasingly commercialized with *USA Today's* top 25 rankings, Max Preps rankings, McDonald's All-Americans, the Under Armour and Army All-Star football games, and national and regional tournaments. This assignment calls for looking into the benefits and detriments of high school tournaments and all-star games. Scour the Internet for information and articles regarding this topic; examine newspaper and journal articles; and speak with high school coaches, parents, and players about these developments. Then write a 3 to 5 page paper (excluding references) on your findings and analysis. See instructions for this assignment in the Course Documents folder on Blackboard.

6. Final Comprehensive Examination. There will be a final comprehensive examination administered on the last day of the course. It will be open-book, and include objective and essay examinations that must be done during the time- period specified (see course schedule)

GRADING AND OTHER METHODS FOR ASSESSING STUDENT ACADEMIC PERFORMANCE:

- a. Weekly writing assignments (20pts each x 5 )..... 100 points
  - c. Participation in online group discussions (10pts each x 10)..100 points
  - d. Activity Assignments (10pts each x 10)..... 100 points
  - e. Term Assignment High School Athletics..... 100 points
  - f. Final Examination..... 100 points
- Total Points = **500**

Grading Scale

| <u>Percentage</u> | <u>Points</u> | <u>Grade</u> | <u>Percentage</u> | <u>Points</u> | <u>Grade</u> |
|-------------------|---------------|--------------|-------------------|---------------|--------------|
| 93-100%           | 465-500       | A            | 72-76             | 360-384       | C            |
| 90-92             | 450-464       | A-           | 70-71             | 350-359       | C-           |
| 87-89             | 435-459       | B+           | 67-69             | 335-349       | D+           |
| 82-86             | 410-434       | B            | 62-66             | 310-334       | D            |
| 80-81             | 400-409       | B-           | 60-61             | 300-309       | D-           |
| 77-79             | 385-399       | C+           | <60               | <300          | F            |

COMMUNICATION AND TECHNICAL ASSISTANCE. Every student at William Paterson has a student university e-mail address. Your university e-mail address is attached to Blackboard, and that is the one that will be used to contact you about assignments and other matters related to the course. You should check it daily. For technical assistance regarding Bb or problems interfacing with your computer, please consult the Student Support Documentation located on Blackboard at <http://bb.wpunj.edu>.