

**Core Curriculum
Course Proposal Cover Sheet**

Department – Department of Sport Science, School of Kinesiology
College - Education
Department Head – Dr. Tom Tallach

Course Prefix & Number – **KINE 2315**

Course Title – History and Philosophy of Sport, Recreation, and Exercise

Course Description - This course will examine the history and philosophy of physical activity, most notably in relation to the United States. Included areas of study are the exercise sciences, as well as physical education, recreation, and organized sport.

The THECB Foundational Component Area for which this course is being submitted.

Language, Philosophy & Culture

(The “download forms” link for the selected Component Area includes the ***Foundational Component Area Justification Form*** and the ***Student Learning Outcome Alignment Form***)

Checklist:

- X** Course Proposal Cover Sheet
- X** Foundational Component Area Justification Form
- X** Student Learning Outcome Alignment Form

LANGUAGE, PHILOSOPHY and CULTURE

FOUNDATIONAL COMPONENT AREA JUSTIFICATION FORM

Rationale: Please provide a rationale for the course which explains how the course being proposed fits into this component based on the component's description. For your convenience, the overall description and rationale for this component are included below.

Language, Philosophy and Culture (from THECB Chapter 4: 4.28)

- Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience.
- Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.
- The following four Core Objectives must be addressed in each course approved to fulfill this category requirement: Critical Thinking Skills, Communication Skills, Social Responsibility and Personal Responsibility.
 - Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;
 - Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication;
 - Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
 - Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making

Rationale for Inclusion in this Category:

KINE 2315, History and Philosophy of Sport, Recreation, and Exercise, is an appropriate course to include in the core curriculum under the foundational component of **Language, Philosophy, and Culture**.

Sport (which was broadly defined by the preeminent historian Roberta Park as “a category term that includes, at least, agonistic athletics, vigorous recreational pursuits, and physical education, and intersects with aspects of medicine, biology, social reform, and a host of other topics”) in the United States (as well as the world) is a multi-billion dollar industry which influences the language, philosophy, and culture of various countries, states, and societies.

More than three-fifths of adults in the United States claim some relation to sport-related activities. The French-American historian Jacques Barzun wrote that “Whoever wants to know

the heart and mind of America had better learn baseball.” Barzun could have expanded his idea to include other sports and other countries. Sport, in its narrowest and broadest definitions, influences not only the heart and mind of people throughout the world, but the very soul of communities, and nations. Throughout history, sport has been used to divide people and also to unite people regardless of class, race, ethnicity, gender, religion, nationality, or generational cohort.

The course will examine the history and philosophy of sport, including components of the exercise sciences, physical education, recreation, as well as amateur and professional sport. Students will read, discuss, analyze and reflect critically upon the evolution of sport, engage in popular discussions of obesity and chronic disease such as diabetes, and the consequences of a sedentary lifestyle.

Students will become familiar with philosophers of science (i.e. Galileo Galilei, Frances Bacon, Isaac Newton), and education (i.e. Jean Jacques Rousseau, John Dewey) and understand how the works of these philosophers are significant to issues in sport. They will develop an understanding of the relationship between sport and the various branches of philosophy including metaphysics, epistemology, and axiology.

Historical concepts to be examined and critically considered will include (but are not limited to):

- Sport in the Ancient World (early civilizations such as Sumerian, Persian, Egyptian)
- Sport in the Greek Civilization
- Sport in Rome
- Sport during the Middle Ages, Renaissance and Reformation, and in the Age of the Enlightenment.
- Sport from the foundation of the United States to present time.

Currently Kinesiology, one of the largest majors on campus, has no courses represented in the core curriculum even though similar courses are included in the general core curriculum of various universities, including Texas A&M at College Station.

This course will introduce students to key ideas and concepts, which upon successful completion of the course, enable them to interact meaningfully with multiple facets of society.

Instructions for the Student Learning Outcomes Alignment Form

The core objectives that are listed are those that must be addressed in each course in this category. You can add additional as you wish, however you may not delete any that are listed.

You may choose to use your own student learning objectives for the course as long as they somewhat match those adopted at Tarleton which are those shown. If it is a stretch to see how they fit, they may get rejected.

Make sure the learning activities and means of assessment match the objectives. Perhaps embedded multiple choice questions may not be useable to grade oral communication. If you are going to use a rubric to grade an essay then please include it with your submission.

STUDENT LEARNING OUTCOME ALIGNMENT FORM
Language, Philosophy and Culture

Course Prefix/Number: KINE 2315

Course Title: History and Philosophy of Sport, Recreation, and Exercise

Core Objective: Critical Thinking CT1: Students will be able to evaluate evidence in analysis, interpretation or arguments

Course SLO(s):

Students will demonstrate an ability to think clearly and critically when addressing historical interpretations and philosophical analyses.

Learning Activities:

Instructor prerogative, but will necessarily include lecture, discussion, and the critical examination of primary and secondary sources.

Means of Assessment:

- 1) Embedded questions on exams
- 2) A 4-6 page critical essay requiring standard, recognized research and documentation.

Core Objective: Critical Thinking CT2: Students will be able to synthesize varied components of information to form a rational conclusion.

Course SLO(s):

Students will be able to describe the influences of Western forms of sport on worldwide sport participation and their role in promoting political ends, as well as demonstrate an understanding of important historical events, such as the Olympic Games, and their impact on the nature of sport and its perceived values.

Learning Activities:

Instructor prerogative, but will necessarily include lecture, discussion, and the critical examination of primary and secondary sources.

Means of Assessment:

- 1) Embedded questions on exams
- 2) A 4-6 page critical essay requiring standard, recognized research and documentation.

Core Objective: Communication C1: Students will express ideas in written, visual or oral forms to a range of diverse audiences in multiple settings.

Course SLO(s):

Students will be able to describe how physical activity played a central role in human development and advances in culture.

Learning Activities

Instructor prerogative, but will necessarily include lecture, discussion, and the critical examination of primary and secondary sources.

Means of Assessment:

- 1) A 4-6 page critical essay requiring standard, recognized research and documentation.
- 2) Oral presentation or creation of a short film to be viewed by the class

Core Objective: Social Responsibility SR1: Students will demonstrate an understanding of different cultural perspectives.

Course SLO(s):

Students will be able to understand and describe the interactions of such cultural elements as sport, health care, religion, politics, and economics, and detail how physical activity is both a cultural text and a potential agent for change.

Learning Activities

Instructor prerogative, but will necessarily include lecture, discussion, and the critical examination of primary and secondary sources.

Means of Assessment

- 1) A 4-6 page critical essay requiring standard, recognized research and documentation.
- 2) Oral presentation or creation of a short film to be viewed by the class
- 3) Embedded questions on exams

Core Objective: Personal Responsibility PR1: Students will demonstrate an understanding of ethical standards as applied to decision-making

Course SLO(s):

Analyze the strengths and weakness of three fundamental positions on ethical thinking (duty, consequential, and virtue ethics) and discuss their implications for kinesiology.

Learning Activities

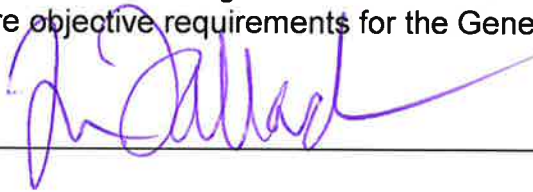
Instructor prerogative, but will necessarily include lecture, discussion, and the critical examination of primary and secondary sources.

Means of Assessment

- 1) Embedded questions on exams
- 2) A 4-6 page critical essay requiring standard, recognized research and documentation.

As department head, I will ensure that all faculty that teach this course are aware of the requirements that these core objectives and learning strategies be incorporated into the above referenced course. This action is taken so that Tarleton State University will be in compliance with Texas Higher Education Coordinating Board foundational component area and core objective requirements for the General Education Core Curriculum.

Signature _____



We, the undersigned faculty, support the proposed changes to this course and agree to incorporate them into our section of the above referenced course. This action is taken so that Tarleton State University will be in compliance with Texas Higher Education Coordinating Board foundational component area and core objective requirements for the General Education Core Curriculum.

(Signed document should be kept in department office, listing names below on the electronic document implies acceptance)

Dr. Jarrod Schenewark



TARLETON STATE UNIVERSITY
Department of Kinesiology

KINE 2315
3 Credit Hours
History and Philosophy of Sport, Recreation, and Exercise

Time:
Instructor:
Phone:
Office Hours:

Room:
Office:
Email:

Course Description: This course will examine the history and philosophy of physical activity, most notably in relation to the United States. Included areas of study are the exercise sciences, as well as physical education, recreation, and organized sport.

Course Objectives and Learning Outcomes

By the end of the semester, students will be able to

1. Show an appreciation of complementary relationships between the humanities and sciences, and between historical and philosophical study.
2. Demonstrate an ability to think clearly and critically when addressing historical interpretations and philosophical analyses.
3. Describe how physical activity played a central role in human development and advances in culture.
4. Describe how and why human evolution and cultural advances created novel challenges for the maintenance of health and well-being.
5. Show an appreciation for the similarities and differences in physical activity exhibited by different cultures around the globe.
6. Describe the influences of Western forms of sport on worldwide sport participation and their role in promoting political ends.
7. Exhibit an understanding of important historical events, such as the Olympic Games, and their impact on the nature of sport and its perceived values.
8. Describe the interactions of such cultural elements as sport, health care, religion, politics, and economics, and detail how physical activity is both a cultural text and a potential agent for change.
9. Analyze the strengths and weaknesses of three fundamental positions on the nature of the person (dualism, materialism, and holism), and discuss their implications for kinesiology.
10. Analyze the strengths and weakness of three fundamental positions on ethical thinking (duty, consequential, and virtue ethics) and discuss their implications for kinesiology.
11. Reveal an understanding of the many uses for physical activity as a means to other ends as well as its credentials as meaningful and enjoyable play.
12. Show an understanding of modern forms of sport, exercise, and other forms of physical activity and their role in contemporary culture.

Readings

Required textbook:

Kretchmar, S., Dyreson, M., Llewellyn, M. & Gleaves, J. (2017). *History and Philosophy of Sport and Physical Activity*. Champaign, IL: Human Kinetics.

Evaluation

Quizzes/Exams (100 points) – Exams may include multiple choice, fill in the blank, matching and essay questions. They will cover lecture notes, readings, and various discussions.

Research Paper (100 points) - Students will complete a 4-6 page critical essay requiring standard, recognized research and documentation.

Presentation (100 points) – Students will, in a small group 3-4 students, create and present on a topic of historical or philosophical importance.

Grading

(Percentage of Total Points)

90-100% = A

80-89% = B

70-79% = C

60-69% = D

< 60% = F

Sections

Section 1 – Bodies, Brains, and Cultures: Human Origins and the Riddles of Why People Run

Section 2 – The Transition from Endurance Predators to Farmers: The Birth of Civilization

Section 3 – Ancient Greece and the Shape of Modern Sport and Physical Education

Section 4 – Rome: The Etruscans, Games, and Spectacles

Section 5 – Continuity and Change in Physical Cultures: From the Maturation and Decline of Classical Civilizations to the Middle Ages

Section 6 – Global Transformation of Physical Cultures

Section 7 – Great Britain and the Birth of Modern Sport: Economic, Political, Social, and Cultural Revolutions

Section 8 – Liberty, Equality, Fraternity: The Development of Modern Sport

Section 9 – Games and Empires: Western Hegemony and Resistance to It

Section 10 – The Rise of International Sportworlds: The Olympics, the World Cup, and Other Competitions

Section 11 – The West and the Rest: The Emergence of Critiques and Countercultures

Section 12 – The Golden Age of Modern Sport and Comparing Multiple Sportworlds

Administration and Expectations

To be eligible to pass this subject, students are required to complete all assignments. (Only exception is if you complete the extra credit, you may substitute the extra credit for an exam grade).

Students may work together in researching their assignments, but final submissions must reflect the work and original contribution of each individual student.

All written assignments are to be typed (12 point font) and double spaced with a cover page and proper formatting (See APA Style Manual). Failure to use APA format will result in a lower grade. Vinyl/plastic covers and/or binding are not necessary, nor are they desired.

Submission deadlines will be strictly enforced. Extensions will only be granted on medical or compassionate ground and will not be granted because of work or other commitments. A request for extension must be made in writing and must be approved prior to the submission deadline / due date and time of the assignment. Requests outside the above guidelines will not be granted.

Students must be able to produce a copy of all work submitted if so requested.

Students are expected to spend time outside formal teaching sessions developing their skills and knowledge.

Wireless Apparatus/Electronics

All electronic devices (computers, pagers, games, iPods, etc.) must be turned off at the beginning of each class. Phones may be left on in the silent mode. If a special circumstance arises (e.g. family emergency) then notify the professor before class of the circumstance to gain permission to keep an electronic device on during class time.

Students with Disabilities

It is the policy of Tarleton State University to comply with the Americans with Disabilities Act and other applicable laws. If you are a student with a disability seeking accommodations for this course, please contact the Center for Access and Academic Testing at 254.968.9400 or caat@tarleton.edu. The office is located in Math 201. More information can be found at www.tarleton.edu/caat, in the University Catalog, or at www.ada.gov.

Academic Integrity Statement

Tarleton State University's core values are integrity, leadership, tradition, civility, excellence, and service. Central to these values is integrity, which is maintaining a high standard of personal

and scholarly conduct. Academic integrity represents the choice to uphold ethical responsibility for one's learning within the academic community, regardless of audience or situation.

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 Excellence Statement

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

- Honoring Tarleton's core values
- 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

Academic Affairs Service Statement

Tarleton 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.

Type of F

Tarleton utilizes a refined grading system as it relates to failing grades in a course based upon the student's attendance, as follows: A student who never attended receives a grade 'F0'; a student who stopped attending at some point of the semester receives an 'FX' grade; and a student that who attended the entire semester receives an 'F' grade.

University Policy

Students are responsible for knowing and abiding by the policies and information contained in the Tarleton Student Handbook. [See the Student Handbook]

Academic Conduct

Any student guilty of academic dishonesty, cheating, or plagiarism in academic work shall be subject to disciplinary action. [See the Student Handbook] The instructor may initiate disciplinary action in and case of academic misconduct.