

## Kines 742-355 Socio-Cultural Aspects of Physical Activity (3 cr.)

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**Instructor:** Dan Timm, Ed.D., 1043 Gym-Nat, 262-7714, [dtimm@education.wisc.edu](mailto:dtimm@education.wisc.edu)  
Office Hours: MW 2:30-3:30, TR 3:30-4:30

**Schedule:** Class meets TR 1:00-2:15 in 1190 Gymnasium-Natatorium

**Prerequisite:** Successful completion of, or exemption from, Communication Part A. Kinesiology major with Junior standing, or consent of instructor.

**Required Text:** Mechikoff, R. (2014). *A history and philosophy of sport and physical education: From ancient civilizations to the modern world* (6<sup>th</sup> ed.). Boston, MA: McGraw Hill.

Additional materials will be posted on Learn@UW, taken from but not limited to the following sources...

Coakley, J. (2009). *Sports in society: Issues and controversies* (10<sup>th</sup> ed.). Boston, MA: McGraw-Hill.

Eitzen, D. S., & Sage, G. H. (2009). *Sociology of North American sport* (8<sup>th</sup> ed.). Boulder, CO: Paradigm.

Freeman, W. H. (2012). *Physical education, exercise, and sport science in a changing society* (7<sup>th</sup> ed.). Sudbury, MA: Jones & Bartlett.

Gems, G. R., Borish, L. J., & Pfister, G. (2008). *Sports in American history: From colonization to globalization*. Champaign, IL: Human Kinetics.

Kretchmar, R. S. (2005). *Practical philosophy of sport and physical activity* (2<sup>nd</sup> ed.). Champaign, IL: Human Kinetics.

Shimon, J. M. (2011). *Introduction to teaching physical education: Principles and strategies*. Champaign, IL: Human Kinetics.

Woods, R. B. (2011). *Social issues in sport* (2<sup>nd</sup> ed.). Champaign, IL: Human Kinetics.

Zeigler, E. F. (2005). *History and status of American physical education and educational sport*. Victoria, BC: Trafford.

**Purpose of Course:** This course is intended to provide students with an introduction to the socio-cultural aspects of physical activity. Major areas of concentration include philosophy of physical activity/education, history of physical activity/education and sport, and sociology of sport and physical activity.

Although a descriptive approach to the content is important, the course intends to also take an interpretive approach through the material and ask how and why of the evidence. Understanding the interacting relationship between philosophy and history while attempting to view that relationship through a sociological lens will be important. Examining physical activity through philosophical, historical, and sociological lenses provide different perspectives which can lead to a greater comprehension of physical activity.

The course provides an opportunity for students to satisfy the university's Communication Part B requirement in content specific to Kinesiology. As part of the course, students will submit a writing assignment for review, schedule an individual conference with the instructor to receive feedback on the assignment, and submit a revised version of the assignment; submit a research paper in which

scholarly sources were used to gather information; give an oral presentation on a current event in physical activity and receive feedback on that presentation; and use the feedback received on the first presentation in organizing and delivering a second presentation which will involve portraying a significant person in physical activity history.

**Course Objectives:**

At the conclusion of this course, students should be able to -

- understand how sport and physical activity are reflections of the culture in which they exist.
- explain why individuals participate in sport and the benefits and consequences of that participation.
- describe the various philosophies of physical activity/education and the role of ethics in physical activity.
- discuss the concepts of dualism and holism.
- compare and contrast play and games and examine the good life.
- consider the role of physical activity/education and sport (PA/E&S) in ancient civilizations.
- explain how PA/E&S survived through the Dark Ages and the Middle Ages.
- realize the growth of PA/E&S in Europe and factors fueling that growth.
- promote the contributions of European PA/E&S to the development of PA/E&S in the United States.
- examine the growth of PA/E&S in the early United States.
- track the development of PA/E&S in the United States during the 20<sup>th</sup> century.
- understand how history influences philosophy and how philosophy impacts history.
- describe the benefits and consequences of organized sport programs for children.
- debate the value of interscholastic and intercollegiate sport.
- examine the relationship between sport and gender, race, ethnicity, and social class.
- investigate the influence of the economy, media, and politics on sport.
- discuss the effect of deviance and violence in sport.
- develop advanced communication skills in...
  - critical reading, logical thinking, and the use of evidence.
  - the use of appropriate style and disciplinary conventions in writing and speaking.
  - the productive use of core library resources specific to the discipline.

**Evaluation:**

Current Event Presentation	5%
Philosophy of Physical Activity/Education Paper	15%
Historical Person Presentation	10%
History and Philosophy of Physical Activity/Education and Sport Exam	15%
Physical Activity Time Traveler Paper	15%
Sociological Influences of Physical Inactivity Paper (1 <sup>st</sup> progress report)	5%
Sociological Influences of Physical Inactivity Paper (2 <sup>nd</sup> progress report)	5%
Sociological Influences of Physical Inactivity Paper (final copy)	20%
Sociology of Sport Exam	10%

**Assignments:**

**Current Event Presentation** (Due September 4 – October 9. Students will choose one date on which to present; 5 minutes)

Students will search the media and present at the beginning of class, one event related to physical activity that is currently in the news. Physical activity in this course is an umbrella phrase under which are found physical education, organized sport, informal recreation, formal recreation, and exercise. As part of the 5-minute presentation, students must make a philosophical, historical, or sociological connection between the event and course content. Often, people do not realize the socio-cultural aspects of events currently happening in physical activity. In addition to presenting the event, students will initiate class discussion of the topic. Students will be evaluated on their knowledge of the current event, connection to course content, ability to initiate discussion, and ability to effectively communicate their presentation. Students will receive feedback on their oral communication skills which is to be integrated into the historical person presentation.

**Philosophy of Physical Activity/Education Paper** (3-page draft due September 30; 5-page final copy due October 16)

The paper, "My Philosophy of Physical Activity/Education," is intended to get students thinking about who they are as physical activity specialists/physical educators. Using discussions in class and their own research as guides, students will identify and write their philosophy of physical activity/education. Students should take note of things that "strike home" with them - things they identify with and feel strongly about. Students will be evaluated on their ability to reflect, analyze, synthesize concepts, and draw conclusions that address:

- (1) *What is important to them regarding physical activity/education and why they have those beliefs?*
- (2) *With which contemporary philosophy do they identify because this will be the foundation for many of their beliefs and value?.*
- (3) *In their discussion of a contemporary philosophy, students need to show they understand the philosophy and how it connects to their personal beliefs*

Length of the draft is 3 pages. After submitting the draft, students will schedule an individual conference with the instructor to discuss the paper and receive feedback on their writing. Students will integrate the feedback they receive into writing the final copy of the paper. Length of the final copy is 5 pages.

**Historical Person Presentation** (Due October 2 – October 30) The date students present will be determined by the person they choose to portray; 5-10 minutes.)

Students will select a significant person in physical activity history to portray. Assuming the identity of that person, students will be responsible for being knowledgeable of that individual's beliefs, how those beliefs impacted education, and how those beliefs affected physical activity. This 5-10 minute presentation will be given as a guest speaker visiting the class, who after the presentation will field questions from members of the class. Students will be evaluated on their knowledge of the individual they are portraying, the individual's beliefs, and the connection of those beliefs to education and physical activity. Students will also be evaluated on their ability to effectively communicate their presentation.

**Physical Activity Time Traveler Paper** (Thesis statement due October 28; completed paper due November 11)

What happened yesterday will have influenced what happened today. Each student has been hired as a time-traveler by the Department of Kinesiology to investigate the historical perspective of a current issue in physical activity. After selecting a current issue to investigate, students will travel back in time to determine how the issue can be explained or was influenced by events that happened anytime during history. Examining *physical activity history*, students will be evaluated on their ability to reflect, analyze, synthesize concepts, and draw conclusions that address:

- (1) *Events that would finish the statement, "The (issue) should have been expected to occur because of (events that happened in physical activity history)."*
- (2) *Once students have identified these events, they will discuss how each event explains (provides a reason that the issue occurred) or influenced (partially caused to happen) the issue they chose.*
- (3) *Students will synthesize how history may have changed if individuals of earlier time periods would have anticipated the results that occurred from the events that were tracked in the assignment.*

Length of paper is 6+ pages.

**Sociological Influences of Physical Inactivity Paper** (Progress reports due November 20 and December 4. Completed paper is due December 11.)

Physical inactivity is one of the most serious health issues in the United States today. Factors that lead to physical inactivity may ultimately impact body weight and composition. The paper, "Sociological Influences of Physical Inactivity," is intended to get students to research and examine physical inactivity through a sociological lens. After performing library research, students will be evaluated on their ability to reflect, analyze, synthesize concepts, and draw conclusions regarding:

- (1) *Identifying sociological factors that may contribute to physical inactivity in children.*
- (2) *They will then track how these factors influence physical inactivity in adolescents.*
- (3) *After identifying factors that influence physical inactivity in adolescents, students will select one factor and discuss possible ways of addressing that factor to realize increased physical activity.*

A minimum of 5 scholarly sources must be used in writing the paper. Sources must be current (today-5 years old) or relevant (5-10 years old). For the 1<sup>st</sup> progress report due November 20, students must have found at least 5 scholarly sources which can be used in the paper and have written a short annotated bibliography for each source. Each annotated bibliography should contain three sentences, in their own words, summarizing the article and one sentence explaining how the information will be used in the paper. For the 2<sup>nd</sup> progress report due December 4, students must have developed an outline of the information which will be the basis of the paper. Length of final paper is 8+ pages.

<b>Grade Breakdown:</b>	A = 93% - 100%	C = 70% - <79%
	AB = 89% - <93%	D = 60% - <70%
	B = 83% - <89%	F = 0% - <60%
	BC = 79% - <83%	

**Accommodations Statement:** Your success in this course is important. If there are circumstances that may affect your performance in class, please let the instructor know so a plan can be developed for you to have opportunities to be successful. Students requiring special accommodation related to a learning need should contact the McBurney Disability Resource Center, 1305 Linden Drive, 263-2741, for information and assessment.

**Academic Integrity:** The University of Wisconsin is a highly respected institution of higher education. To help maintain the reputation of the university, and ultimately the credibility of your degree, you are expected to demonstrate academic integrity during this course. Please review the university's statement on academic integrity at <http://students.wisc.edu/doso/academicintegrity.html> and information regarding academic integrity for students at <http://students.wisc.edu/doso/students.html> Examples of academic misconduct include:

- Seeking to claim credit for the work or efforts of another without authorization or citation
- Using unauthorized material or fabricating data in any academic exercise
- Forging or falsifying academic documents or records
- Intentionally impeding or damaging the academic work of others
- Engaging in conduct aimed at making false representation of a student's academic performance
- Assisting other students in any of these acts

**Unless otherwise indicated by the instructor, all assignments and tests are to be completed independently without consultation with others.**

## Class Schedule

September 2	Introduction to Course Introduction to Oral Presentations
September 4	Branches of Philosophy; Contemporary Philosophies - Learn@UW: Freeman, p. 199-213
September 9	Dualism – Learn@ UW: Kretchmar, chapter 3
September 11	Introduction to Written Communication Holism – Learn@ UW: Kretchmar, p. 101-113 & chapter 7
September 16	Play and Games – Learn@UW: Kretchmar, p. 139-140, 147-156, 159-174
September 18	Ethics - Learn@UW: Kretchmar, p. 183-195
September 23	The Good Life – Learn@UW: Kretchmar chapter 11
September 25	Physical Education and Sport in Ancient Civilizations: Sumer, Egypt, China, India, and Mesoamerica – Mechikoff, chapter 2
September 30	Physical Education and Sport in Ancient Civilizations: Greece and Rome – Mechikoff, p. 50-59, 62-75, 85-87, 88-104 <i>Philosophy of Physical Activity/Education paper, draft due</i>
October 2	Physical Education and Sport in the Dark Ages and the Middle Ages, 400-1400 – Mechikoff, chapter 5
October 7	The Renaissance and the Reformation, 1300-1600 – Mechikoff, p. 127-133, 136-138, 144
October 9	The Beginning of the Modern Era in Europe, 1560-1789 – Mechikoff, p. 147-151, 157, 160-161, 166
October 14	European Contributions to Physical Education and Sport in the United States – Mechikoff, p. 169-172, 176-178, 191
October 16	Physical Education and Sport in the United States: Colonial Period and National Period, 1600-1860 - Mechikoff chapter 9, and p. 207-209, 214-218, 230-231 Learn@UW: Gems, Borish, & Pfister, p. 49-61; Zeigler, p. 30-35 <i>Philosophy of Physical Activity/Education paper, final copy due</i>
October 21	Physical Education and Sport in the United States: Civil War Period, 1860-1900 – Mechikoff, chapter 11
October 23	Physical Education and Sport in the United States, 1900-1939 - Mechikoff , 261-265, 267-275
October 28	Physical Education and Sport in the United States, 1940-1969 - Learn@UW: Freeman, p. 173-178 <i>Physical Activity Time Traveler paper thesis statement due</i>
October 30	Physical Education and Sport in the United States, 1970-Today - Learn@UW: Shimon, p. 20, 22-32
November 4	<i>History and Philosophy of Physical Activity/Education and Sport Written Exam</i>
November 6	Sports and Children - Learn@UW: Coakley, p. 122-134, 136-139, 142-151
November 11	Sports and Education - Learn@UW: Woods, p. 119-131, 133-136, 140-143 <i>Physical Activity Time Traveler paper due</i>

- November 13 Gender & Sexuality and Sport - Learn@UW: Woods, p. 221-232, 234-235, 237-238; Coakley p. 258-270
- November 18 Race & Ethnicity and Sport - Learn@UW: Coakley, p. 274-292, 295
- November 20 Social Class and Sport - Learn@UW: Eitzen & Sage chapter 12  
*Sociological Influences of Physical Inactivity paper, 1<sup>st</sup> progress report due*
- November 25 Sociological Influences of Physical Inactivity Paper Work Day
- December 2 Cultural Influences on Physical Activity
- December 4 Sports and Politics – Learn@UW: Eitzen & Sage, p. 195-205, 206-210; Woods p. 289-295  
*Sociological Influences of Physical Inactivity paper, 2<sup>nd</sup> progress report due*
- December 9 Deviance in Sport - Learn@UW: Coakley, p. 152-157, 159-171, 178-179
- December 11 Violence in Sport - Learn@UW: Coakley, p. 194-197, 198-216, 221-224  
*Sociological Influences of Physical Inactivity paper due*

Friday, December 19, 12:25 p.m. *Sociology of Sport Written Exam*

## **University of Wisconsin School of Education Teacher Licensing Standards**

Following are the University of Wisconsin School of Education standards addressed through Socio-Cultural Aspects of Physical Activity and how those standards will be assessed...

### **Standard 2 Understands Social Context of Schooling**

*Understand and debate current physical activity issues and laws based on historical, philosophical, and sociological perspectives.*

Assessment: Physical Activity Time Traveler Paper

### **Standard 6 Connects School and Community**

*Identify strategies to become an advocate in the school and community to promote a variety of physical activity opportunities.*

Assessment: Sociological Influences of Physical Inactivity Paper

### **Standard 13 Is a Reflective Practitioner**

*Use available resources (e.g., colleagues, literature, professional associations) to develop as a reflective professional.*

Assessment: My Philosophy of Physical Activity/Education Paper

