

California State University, Northridge
Department of Kinesiology

KIN 305: Historical & Philosophical Bases of Kinesiology

Course Information:

Units: 4
Semester/Year: Spring 2008
Location: RE 157
Course #/Time: 13142: MW 2:00-3:40
17887: MW 11:00-12:50

Instructor Information:

Instructor: Douglas McLaughlin
Office: RE 259
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Office Hours: Monday, Tuesday & Wednesday 1:00-2:00 or by appointment

Required Materials: Kretchmar, R. Scott (2005). Practical Philosophy of Sport and Physical Activity (2nd ed.). Champaign, IL: Human Kinetics.

Reading Packet. (Available at the library reserves or online)

3x5 index card for each class

Course Description: A survey of the historical and philosophical bases of physical education and kinesiology

Student Learning Objectives: In order to meet the goals for KIN 305, the course is designed to help students achieve the following objectives: Each student will be able to:

1. Define, critically analyze and implement the modes of philosophical and historical inquiry and information gathering methods for critical issues in kinesiology. (SLO 1, 2, 3, 5)
2. Define and describe the development of personal movement experiences and movement related career interest. (SLO 1, 2, 4)
3. Understand and critically analyze the development of human movement among ancient and modern world cultures as well as the growth of sport, dance, and exercise in the United States, taking into consideration diversity, socio-economic development, health, and lifespan. (SLO 1, 2, 5)
4. Identify and describe the paradigms of leaders who helped develop our attitudes toward sport, kinesiology, movement forms, programs and professional development. (SLO 1, 2, 5)
5. Identify and critically analyze the development of contemporary movement-related professions, practices, programs, current issues and problems, and future projections. (SLO 1, 2, 5)

Department SLO's:

1. Demonstrate an understanding of the multi-disciplinary and integrated nature of Kinesiology.
2. Apply, integrate and communicate kinesiological principles and movement-related knowledge across diverse settings and populations to enhance quality of life and encourage adoption of healthy lifestyles.
3. Apply innovative technology to understand and enhance human movement.
4. Demonstrate commitment to lifelong professional growth.
5. Demonstrate reasoning, problem solving, critical thinking, and reflective strategies in the pursuit and application of movement related knowledge.
6. Develop and apply assessment tools to measure and evaluate movement program efficacy.

Student Performance Evaluation:

<u>Assignment</u>	<u>Percentage of Final Grade</u>	
Group Projects (2)	15 % each	30%
Tests (4)	15% each	60%
Daily Writing Assignment		10%

Grading Scale:

A	93-100	A-	90-92	B+	87-89	B	83-86
B-	80-82	C+	77-79	C	73-76	C-	70-72
D+	67-69	D	63-66	D-	60-62	F	Below 60

Assignments/Expectations/Responsibilities

Group Projects: These are formal exercises of considerable complexity where the insights of several people will usually produce a better result than the work of any one individual. Groups will report their findings in written form and in class presentation for each project. The projects are designed to increase group sophistication on a specific topic and grades will be the same for each member of the group. Some class time will be provided for each group project.

Group Participation: Students will, at the end of the semester, assess their group members. These assessments will remain confidential. Peer evaluations will be considered in the group project grade. For example, a student who is rated highly by a group whose work is average will receive an increase in his/her group project grade. Conversely, a student who is rated poorly by a group that is excellent will receive a decrease in his/her group project grade.

Tests: There will be four tests, each worth 15% of your final grade. Tests may consist of multiple choice and short answer questions consisting of informational as well as in-depth questions. Additionally, the second, third and fourth tests will include review questions taken from the most difficult material from the previous quizzes/tests.

Make-up Tests: In the case of a medical or family emergency, a make-up exam can be scheduled ONLY if the professor is notified prior to the class in which the exam is scheduled. This requires that we meet and discuss the issue; I agree that your reason for missing the assignment is valid, **AND** I excuse you from the exam. You will receive a 0 (ZERO) for the exam if this procedure is not followed.

Daily Writing Assignment: Each class there will be an in-class writing assignment. Students need to provide a 3x5 note card each class on which to complete the assignment.

Important Note on Your Final Grade: Due to the importance of personal responsibility, in order to receive a passing grade for the class you must have a passing grade in the daily writing assignments. Additionally, the group grade can only improve your individual grade by one letter grade (if your test and daily writing assignment grade is a C-, no matter how well your group performs the best grade you can earn in the class is a B-).

Establishing a Dynamic and Successful Learning Environment: For the benefit of our learning environment, please abide by the following guidelines:

- Attendance at all classes and participation in classroom discussions and activities is expected of all students. Please arrive to class on time. If you miss class, then you are responsible for obtaining any missed handouts, missed announcements, missed information, etc.
- Completion of assignments is necessary for your preparedness for class discussions. Please come prepared to class so that we can all engage in and benefit from more informed and interesting discussions.
- Respect and appreciation of opposing viewpoints is essential. Listening and thoughtful responses are essential for engaging and reconciling challenging concepts, divergent opinions, and different experiences.
- Attention to classroom discussions is vitally important. Classroom disruptions will not be tolerated. Please turn off and refrain from using all electronic devices. Act in accordance with university policy and be respectful of others.

Cheating and Misconduct: Every member of the academic community at California State University Northridge is expected to act with honesty and trustworthiness. In this course acts of cheating, plagiarism, misrepresentation, or other forms of dishonesty will not be tolerated. Student academic dishonesty will result in penalties ranging from a failing grade on an assignment or examination, to a failing grade in the course, to referral to the Office of Student Affairs for a determination of suspension or dismissal from the University, as described in the University Catalog, refer to the California Code of Regulations, Section 41301, Title 5.

Students with Disabilities: This instructor, in conjunction with the California State University Northridge, is committed to upholding and maintaining all aspects of the federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. If you are a student with a disability and wish to request accommodations, please contact the office of Students With Disabilities Resources located in 110 Student Services Building, or call (818) 677-2684 for an appointment. Any information regarding your disability will remain confidential. Because many accommodations require early planning, requests for accommodations should be made as early as possible. Any requests for accommodations will be reviewed in a timely manner to determine their appropriateness to this setting.

Email Communication: @csun.edu email is an official form of written correspondence in the University. This will be the instructor's means of contacting you outside of class regarding schedule changes, class details, etc. Please be sure to activate your csun.edu account and check it regularly during the semester. When emailing the instructor, please be sure to identify yourself as well as what course and section you are in. Due to university filters on emails, sometimes non-csun.edu emails are blocked. You are encouraged to always use your csun.edu account when contacting the instructor. You are advised to be professional and courteous in all university correspondence.

Note: This syllabus is subject to change. All changes will be announced in class and via email communication.

Reading Packet Bibliography

1. James G. Thompson, "'Logos Protrepitkos': Building Pride in the Profession." *Canadian Journal of Sport History* 15 (December 1984): 1-4.
2. Richard Mandell, "Greece," chapter 3 in *Sport: A Cultural History* (New York: Columbia University Press, 1984), pp. 37-67.
3. Rupert Matthews, "Chariot Racing," in *The Age of the Gladiators: Savagery & Spectacle in Ancient Rome* (London: Arcturus, 2003), pp. 129-138.
4. Allen Guttman, "Sports Spectators from Antiquity to the Renaissance," *Journal of Sport History* 8 (Summer 1981): 5-27.
5. Allen Guttman, "From Ritual to Record," chapter 2 in *From Ritual To Record: The Nature of Modern Sports* (New York: Columbia University Press, 1978), pp. 15-55.
6. Mark Dyreson, "American Ideas About Race and Olympic Races from the 1890s to the 1950s: Shattering Myths or Reinforcing Scientific Racism?" *Journal of Sport History* 28 (Summer 2001): 173-215.
7. Jennifer H. Lansbury, "'The Tuskegee Flash' and 'the Slender Harlem Stroker': Black Women Athletes on the Margin," *Journal of Sport History* 28 (Summer 2001): 233-252.
8. Ronald A. Smith, "TV Money, Robin Hood, and the Birth of the CFA," chapter 20 in *Play-by-Play: Radio, Television, and Big-Time College Sport* (Baltimore: Johns Hopkins University Press, 2001), pp. 143-152.

Course Schedule:

DATE	TOPIC/ASSIGNMENT/GROUP PROJECT/EXAMS	READING DUE
W 1/23	Introduction to class, group formation	
M 1/28	Introduction to history	Thompson article
W 1/30	Ancient sport	Mandell article
M 2/4	Ancient sport	Matthews article
W 2/6	Sport spectators	Guttman article #1
M 2/11	Modern sport	Guttman article #2
W 2/13	Test #1	
M 2/18	Sport, race, ethnicity and nationalism	Dyreson article
W 2/20	Sport, women, race, and the media	Lansbury article
M 2/25	Sport, university, and business	Smith article
W 2/27	Group history presentations	
M 3/3	Group history presentations	
W 3/5	Introduction to philosophy	Ch. 1
M 3/10	Philosophic inquiry, tools and answers	Ch. 2
W 3/12	Test #2	
M 3/17	No Class: Spring Break	
W 3/19	No Class: Spring Break	
M 3/24	Dualism	Ch. 3 & 5
W 3/26	Materialism	Ch. 4 & 5
M 3/31	No Class: Cesar Chavez Day	
W 4/2	Holism	Ch. 6
M 4/7	Holism (continued)	Ch. 7
W 4/9	Test #3	
M 4/14	Play	Ch. 8
W 4/16	Games	Ch. 9
M 4/21	Ethics	Ch. 10
W 4/23	Ethics (continued)	Ch. 10
M 4/28	Values and the good life	Ch. 11
W 4/30	Values and the good life	Ch. 12
M 5/5	Group philosophy presentations	
W 5/7	Group philosophy presentations	
M 5/12	Final Exam MW 2:00-3:50 section is at 3:00-5:00pm Final Exam MW 9:00-10:50 section is at 8:00-10:00am	