

M: Course Objectives / Learning Outcomes

On completion of this course, the student will:

1. Describe the discipline of sport history.
2. Describe physical education and sport in selected ancient civilizations.
3. Describe physical education and sport in Medieval and early Modern Europe.
4. Describe the rise of modern sport in Britain.
5. Describe the rise of modern sport in the United States.
6. Describe the origins and development of Canadian physical education and sport.
7. International sport.

N: Course Content:1. The Discipline of Sport History

The student will:

- 1.1. Demonstrate a basic knowledge of descriptive and interpretive historical research using primary and secondary sources.
- 1.2. Demonstrate a basic understanding of the historical research concepts of change, development and progress.
- 1.3. Demonstrate an understanding and appreciation of the reasons for and value of sport history studies.

2. Physical Education and Sport in Ancient Civilizations

The student will:

- 2.1. Describe survival sport in primitive times.
- 2.2. Describe physical education and sport in Ancient Greece.
- 2.3. Describe physical education and sport during the Roman Empire.

3. Physical Education and Sport in Medieval and Early Europe

The student will:

- 3.1. Describe medieval society and physical education (fifth to twelfth century.)
- 3.2. Describe medieval sport.
- 3.3. Describe physical education and sport in the Renaissance and Reformation (thirteenth to sixteenth century.)
- 3.4. Describe seventeenth century European physical education and sport.
- 3.5. Describe eighteenth century European physical education and sport.
- 3.6. Describe nineteenth century European physical education and sport.

4. The Rise of Modern Sport and Physical Education in Britain

The student will:

- 4.1. Describe the characteristics of modern sport:
 - 4.1.1. Secularism
 - 4.1.2. Equality
 - 4.1.3. Specialization
 - 4.1.4. Rationalization
 - 4.1.5. Bureaucracy
 - 4.1.6. Quantification
 - 4.1.7. Records
- 4.2. Describe the birth of modern sport in Britain.
- 4.3. Describe social conditions affecting the rise of modern sport (e.g. social class, religious influences.)
- 4.4. Describe the export of Britain's games.

continued

5. The Rise of Modern Sport and Physical Education in the United States

The student will:

- 5.1. Describe the rise of organized sport in the United States (1850-1906).
- 5.2. Describe the changes to American physical education at the turn of the century.
- 5.3. Describe the meeting of sport and physical education in the twentieth century.
- 5.4. Describe the entry of sport into the school program (1900-1930).
- 5.5. Describe the issues of inequity in race and gender.

6. The Origins and Development of Canadian Physical Education and Sport

The student will:

- 6.1. Describe the development of physical education in Canada:
 - 6.1.1. American, British and European influences
 - 6.1.2. Strathcona Trust
 - 6.1.3. Pioneer leaders
 - 6.1.4. Post-secondary programs
 - 6.1.5. Bill C-131
- 6.2. Describe the origins of organized sport in Canada:
 - 6.2.1. Pre-confederation
 - 6.2.2. Post-confederation
 - 6.2.3. The twentieth century
- 6.3. Describe issues in sport and physical education:
 - 6.3.1. Sport for girls and women
 - 6.3.2. Mandatory physical education
 - 6.3.3. Sport governance and financing

7. International Sport

The student will:

- 7.1. Describe the beginning of international sport in the nineteenth century.
- 7.2. Describe the modern Olympic Games.
- 7.3. Describe the politics of international sport.

O: Methods of Instruction

A combination of lectures, group discussions, student presentations and guest speakers will be utilized to present the material. A variety of audio-visual aids will be used, including films, slides and charts.

P: Textbooks and Materials to be Purchased by Students

Zeigler, E., History of Physical Education and Sport, Stepes Publishing Co., Champaign, Illinois, 1988.

Mechikoff, Robert and Estes, Steven, A History and Philosophy of Sport and Physical Education. W. C. Brown and Benchmark, 1993.

Handouts: Additional handouts will be made available to the students throughout the semester.

Background Reading: A list of selected references will be placed on reserve in the library.

Q: Means of Assessment

Test 1	25%
Test 2	25%
Test 3	25%
Student Presentation	10%
Term Paper	<u>15%</u>
TOTAL:	100%

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

Course Designer(s)

Education Council / Curriculum Committee Representative

Dean / Director

Registrar