



Teaching Guide 2017/2018

Historical Foundations of Sport

Bachelor of Physical Activity and Sport Sciences

On-site Teaching Method

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HISTORICAL FUNDAMENTALS OF SPORT

Module: Behavioural and social fundamentals of Human Mobility

Subject: Social Sciences

Type: Compulsory Training

No. of credits: 6 ECTS

Time period: First course - First semester

Subject Teacher: D. Alejandro Leiva Arcas

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Office hours for pupils: Monday: 12pm to 1pm and 5:30pm to 6:30pm

Coordinating Teacher of module, subject or course: Dr D. Aarón Manzanares

Brief Description of the Subject

The subject Historical Fundamentals for Sports, included in the field of Social Sciences, aims to provide students with an overview of the development and evolution of physical exercise, taking them on a chronological journey from the synchronic and diachronic interconnection of the most significant historical events that have occurred in the field of Sport. An understanding of the physical and sporting trends through consideration of anthropological, social and cultural approaches by the great civilizations of mankind is also offered. This knowledge will provide the theoretical basis to homogenise the pupils' level of knowledge with a view to continuing with related subjects within the Degree; enriching the cultural and professional background of the future backgrounds.

Prerequisites

There are no prerequisites.

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Objectives

The subject of Historical Fundamentals of Sport seeks to achieve the following fundamental aims, established in the White Book of Sport:

No.2. Apply the acquired knowledge to their work in a professional manner and possess the necessary skills for the development and defense of arguments and for the solution of problems within the area of Physical Activity and Sports Science.

No.3. Gather and interpret relevant data in the area of Physical Activity and Sports Science which allows judgments to be made, including reflection on the relevant social, scientific or ethical topics.

No.6. Develop a comprehensive education which allows for full personal development and excellence in their professional future, taking the fundamentals of European and Eastern culture, theology, ethics and humanities as basic elements.

Specifically, the aims of the programme are:

No.7. Learn and understand the aim of studying Physical Activity and Sports Sciences.

No.8. Acquire basic scientific training for physical activity and sport in its different forms.

No.10. Learn and understand the behavioural and social factors that can restrict the practice of physical activity and sport.

No.16. Design, develop and assess the teaching-learning processes relative to physical activity and sports, paying attention to people's individual and contextual characteristics.

No.26. To know how to apply the computer and communication technologies (CCT) in the field of Physical Activity and Sports Science.

No.27. Develop leadership, personal relationship and team work skills.

No.28. Develop the ability to adapt in new situations and solve problems in autonomous learning.

No.29. Develop habits of excellence and quality in their professional career.

No.30. Learn and act within the necessary ethical principles for correct professional activity.

As well as this, general aims related to the subject of Social Sciences are presented:

c) Learn the historical origin, evolution and purpose of physical activity and sport.

d) Study the Olympic movement as a paradigm for the development of modern sport.

e) Learn the fundamentals of Sport Sociology.

Skills and Learning Outcomes

Transferable skills

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The subject of Historical Fundamentals of Sport seeks to achieve the following fundamental aims, established in the White Book of Sport:

No.2. To apply the acquired knowledge to their work in a professional manner and to possess the necessary competencies for the development and defense of arguments and for the solution of problems within the area of Physical Activity and Sports Science.

No.3. To gather and interpret relevant data in the area of Physical Activity and Sports Science which allows judgments to be made, including reflection on the relevant social, scientific or ethical topics.

No.6. To develop a comprehensive education which allows for full personal development and excellence in their professional future, taking the fundamentals of European and Western culture, theology, ethics and humanities as basic elements.

Specifically, the aims of the programme are:

No.7.To learn and understand the aim of studying Physical Activity and Sport Science.

No.8. To acquire basic scientific training for physical activity and sport in its different forms.

No.10.To learn and understand the behavioural and social factors that can restrict the practice of physical activity and sports.

No.16. To design, develop and assess the teaching-learning processes relative to physical activity and sports, paying attention to people's individual and contextual characteristics.

No.26.To know how to apply the computer and communication technologies (CCT) in the field of Physical Activity and Sport Science.

No.27.To develop leadership, personal relationship and team work skills.

No.28. To develop the ability to adapt in new situations and solve problems, and for autonomous learning.

No.29. To develop habits of excellence and quality in their professional career.

No.30.To learn and act within the necessary ethical principles for correct professional activity.

As well as this, general aims related to the subject of Social Sciences are presented:

c) To learn the historical origin, evolution and purpose of physical activity and sports.

d) To study the Olympic movement as a paradigm for the development of modern sport.

e) To learn the fundamentals of Sport Sociology.

Specific skills

Skills that the student should acquire:

LEARNING BASIC DISCIPLINARY KNOWLEDGE (KNOWLEDGE):

E4: To learn, understand and know how to apply psychological and social elements of human movement in physical activity.

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E5. To learn and understand the role of physical activity and sport in the development of society, history and sociological elements.

LEARNING TO APPLY KNOWLEDGE: SPECIFIC PROFESSIONAL SKILLS (SPECIFIC EXPERTISE), TO BE ABLE TO:

E6. Apply the psychological, behavioural, pedagogical and social principles to the different fields of physical activity and sport.

E7. Learn and apply the scientific method in the field of Physical Activity and Sports Sciences.

E9. Learn and apply the most common measurement and instrumentation protocols in the field of Physical Activity and Sports Sciences.

E10. Apply the computer and communication technologies (CCT) to the field of Physical Activity and Sports Sciences.

LEARNING INSTRUMENTAL SKILLS (COMMON EXPERTISE):

E19. To learn, understand and know how to apply the educational and teaching theories and principles, learning and communication processes.

FE3. Be able to critically deal with ideas.

FE6. Be able to analyse problems.

FE12. Be able to develop arguments.

FE30. Be aware of the variety of practical opinions and ways of life.

HE2. Know of the great waves of thought.

HE4. Know of the great cultural generations of mankind.

HE10. Know of human and social behaviour.

HE11. Know of study techniques and methods and analysis of the sciences.

HE14. Calibrate knowledge of different current cultural realities.

Learning Outcomes

(RA) Distinguish and relate the implications of psychology and social elements of human movement have on physical activity and sport.

(RA) Distinguish and relate the role of physical activity and sport in the development of society, history and sociological elements.

(RA) Understand the evolution and trends in physical activity and sport at a social and historical level.

(RA) Distinguish and relate activities in which the psychological, behavioural, pedagogical and social principles are applied in the different fields of physical activity and sport.

(RA) Interpret and use specific scientific literature on physical activity and sport for performance of the training and professional activities.

(RA) Use the computer and communication technologies (CCT) for the performance of the training and professional activities.

(RA) Comprehensively and critically decide between different options.

(RA) Acquire and implement collaborative strategies and abilities that encourage cooperative work.

(RA) Acquire and put into practice social and communicative abilities to encourage interaction.

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(RA) Make judgments and take a critical stance when faced with a variety of situations in daily life.

(RA) Proactively manage learning progress.

(RA) Plan and develop innovative actions in both the area of expertise and in daily life.

(RA) Take further action related to innovation and ways to improve in the area of expertise.

(RA) Value the importance of adequate performance in one's work.

(RA) Properly follow spelling and grammar rules in oral and written language.

(RA) Make an ethical commitment to the construction of a democratic and pluralistic society.

(RA) Collaborate with other professionals recognising the different contributions of other areas of expertise in professional practice.

Methodology

Methodology	Hours	On-site Working Hours	Off-site Working Hours
Theoretical presentation	42	60 hours (40%)	
Discussion groups, seminars	12		
Assessment	3		
Tutorials	3		
Personal study	60		
Study preparation and presentation	10		90 hours (60%)
Analysis of scientific articles	10		
Bibliography research	10		
Total	150	60	90

Syllabus

Programme for Theoretical Teaching

Teaching Unit no1. Introduction to Historical Science.

Topic 1. Historical Science and its relation to physical activity, Sports and Social Sciences.

Teaching Unit no2. Connections between Physical Activity and Prehistoric Times.

Topic 2. Bodily and physical activities in Prehistoric times.

Teaching Unit no.3. Physical Activities in the Ancient Age from a Diachronic Perspective.

Topic 3. Physical activity in the Ancient Age: civilian imperial principles of the Eastern Mediterranean (Egypt, Persia, Phoenicia and Crete).

Topic 4. The bodily systems in the Far East (China, Japan, India).

Topic 5. Physical-sporting activities in the Pre-Columbian Towns: Aztecs, Mayans and Incas.

Teaching Unit no.4. Physical-sporting activities in the Ancient Age (Classical Period)

Topic 6. Physical and agonistic activities in Classical Greece.

Topic 7. Physical-sporting activities in ancient Rome.

Teaching Unit no.5. Physical-sporting Activities in the Middle Ages in Europe.

Topic 8. Physical and sporting activities in the Early and Late Middle Ages in Europe.

Teaching Unit no.6. Physical-sporting activities in the Modern Age.

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Topic 9. Approach regarding the body and physical activity of the great cultural movements of the Modern Age: Renaissance, Baroque and Enlightenment.

Teaching Unit no.7. Physical-Sporting activities in the Contemporary Age

Topic 10. Physical-sporting activities in the Contemporary Age: the birth of sport and gymnastic schools of the 19th century.

Topic 11. Sporting events and gymnastic movements of the 20th century.

Topic 12. The Olympic movement as a paradigm for studying modern sport.

Practical Teaching Programme

Workshop 1. Theoretical principles regarding the origin of corporal practices

Workshop 2. Analysis of scientific articles related to the subject's content.

Workshop 3. The Olympic movement as a paradigm for studying modern sport. Analysis and discussion groups.

Connection to Other Subjects in the Syllabus

The subject of the Historical Fundamentals of Sports is directly related to the subjects within the Social Sciences (Psychology and Behavioural Analysis in Sport; Learning, Development and Motor Control; Pedagogical Fundamentals of Sport and Socio-Cultural Fundamentals of Sport). The subject of Historical Fundamentals of Sport also complements the other degree subjects as they all include historical references to the different physical activity and sports events.

Assessment System

February/June Semester:

- Theoretical Part: 60% of the total grade. The theoretical part of the subject will be assessed in two exemption exams which should be independently passed. The value of each of the exams will be: first exam 30% and second exam 30%, which will be carried out in the final exam.
- Practical Part: 30% of the final qualification will be related to the presentations and expansion work of subject matter. 10% of the assessment will be evaluated from the activity and work dynamics developed in the workshops.

To pass the subject, the student should achieve at least 50% in each of the assessments.

September Semester:

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- In the extra session, the student must make up and pass the parts which are outstanding in the regular session of the current academic course: these may be exams, workshops or expansion works of course content, respecting the established weighting for each section.

To pass the subject, the student should achieve at least 50% in each of the assessments.

Recovery Semester

- Theoretical-practical exams: (100%) in which the content of the topics covered will be assessed through theoretical-practical presentation.

Bibliography and Reference Sources

Basic Bibliography

- Diem, C. (1966). Historia de los Deportes. Barcelona: Luis de Caralt. (Teaching Units II, III, IV, V, VI and VII)
- Hernández Vázquez, M. (2003). Antropología del deporte en España: desde sus primeros testimonios gráficos hasta la Edad Moderna. Madrid: Librerías Deportivas Esteban Sanz Martínez. (Teaching Units II, III, IV and V)
- Langlade, A. y Langlade, N. (1986). Teoría General de la Gimnasia. Génesis y panorama global de la evolución de la gimnasia. Buenos Aires: Stadium. (Teaching Unit VII)
- Mandell, R. D. (1999). Sport: a cultural history. iUniverse. (Teaching Units II, III, IV, V, VI and VII)

Additional Bibliography

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- Imeida, A. S. (2004). Historia social, educación y deporte: lecturas sobre el origen del deporte contemporáneo. Las Palmas de Gran Canaria: Universidad de las Palmas de Gran Canaria.
- Amorós, F. (1848). Nouveau manuel complet d'Education Physique. París: Librerie Encyclopedique de Roret.
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- Neuendorff, E. (1986). El hombre prehistórico. Madrid: C.A.F.
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- Roberts, J.M. (2009). Historia universal. De los Orígenes a las invasiones bárbaras. Barcelona: RBA.
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- Rodríguez, L. (2003). Compendio histórico de la actividad física y del deporte. Barcelona: Masson.
- Rousseau, J. J. (1973). Emilio o la educación. Barcelona: Fontanella.
- Schöbel, H. (1968). Olimpia y sus juegos. México: UTHEA.
- Ueberhorst, H. (1986). Teorías sobre el origen del deporte. Madrid: INEF.
- Ullman, J. (1982). De la gymnastique aux sports modernes. París: VRIN.
- Valserra, F. (1944). Historia del deporte. Madrid: Plus Ultra.
- Vicente, M. (1989). Teoría pedagógica de la actividad física. Bases epistemológicas. Madrid: Gymnos.

Related Websites

<http://www.ucam.edu/ccd>

<http://www.ucam.edu/estudios/grados/cafd-presencial>

<http://www.olympic.org/>

<http://www.coe.es/> <http://www.olympic.org/content/the-ioc/commissions/olympic-programme/past-olympic-sports/> <http://www.cafyd.com/index2.html>

http://www.sport.ifcs.ufrj.br/recordede/docs/proposta_e.asp

Study Advice

consider the instructions that the teachers give at the start of the course. The following will be specified to the pupil: the subject's programme which will include: content sequencing, the bibliography and necessary study material, methodologies to follow, as well as other interest guidelines which affect subject learning. Attend classes and actively participate in them. Keep

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the knowledge required in mind for other subjects in the module, to relate them to the topics covered in this subject and to acquire, in this way, a global and well-founded knowledge.

Consult the recommended bibliography in each topic and do not limit study to the class notes. Use the established timetable, the virtual campus or email to consult and resolve doubts with your teacher. Attend the ECTS tutorials in order to carry out each piece of work and guide the student body (personalised monitoring).

Teaching Material

Specific material is not defined. The material for development of theoretical classes (computer, projector, specific software) is available in the classrooms. Everything necessary for the exercises is available in the facilities where they are carried out.

Tutorials

The additional programmed tutorials, known as ECTS Tutorials, are configured with a support element which aims to bring the student body even closer to their own teaching-learning process. In the European Higher Education Area, the assessments and guidance are the main stimulus for fostering significant learning. For this reason, this contact area will be benefitted from by the student body, to established a close dialogue, with the aim of providing them with the guidelines, methodology and resources necessary for a successful performance of the academic tasks, namely: projects, workshops and subject study; through periodical meetings with smaller groups of students which academic monitoring will be continuously carried out by the teacher.

Personal Tutorial

The University also has a Specialised Body of Tutors who give personal tutorials to the students registered on the Degree. The personal tutor accompanies the students during the whole university phase. Please consult the following link:

<http://www.ucam.edu/servicios/tutorias/preguntas-frecuentes/que-es-tutoria>