

1. BASIC INFORMATION

Subject	Sport Theory and History
Degree	BSc in Physical Activity and Sports Science
School	Medicine, Health and Sports
Year	First
ECTS	6 ECTS
Carácter	Required
Languages	Spanish, English
Mode	Face-to-face/online
Semester	First and second semester
Academic year	2025/2026
Teaching coordinator	Eva Asensio

2. PRESENTATION

The subject of Sport Theory and History is taught in the first year of the Physical Activity and Sports Science degree and consists of two parts: the first related to theory, and the second related to the history and evolution of physical culture. In the theoretical section, the genesis of Physical Activity and Sports Science is covered, as well as the importance of theoretical reflection for the critique and improvement of the different disciplines in our science. Additionally, it includes the study of the origin, evolution, and development of the Olympic movement. This subject is linked to the other subjects in the curriculum such as Sports Sociology and Deontology, and the teaching of sports in general.

Therefore, this subject is essential for contextualizing the practice of physical exercise, sports, and the value of the human body in different historical stages, cultural movements, and ideological trends, contributing also to a better understanding of the complex reality of contemporary sports culture.

3. SKILLS AND LEARNING OUTCOMES

Key Skills:

- KS3: Students have the ability to gather and interpret relevant data (usually within their study area) to form opinions which include reflecting on relevant social, scientific or ethical matters.
- KS4: Students can communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences.

Transversal skills:

- TS3: Ability to adapt to new circumstances: Being able to evaluate and understand different points of view, taking different approaches to suit the situation.
- TS11: Planning and time management: Ability to set objectives and choose the right means to fulfil them through efficient use of time and resources.
- TS12: Critical thinking: Ability to analyse an idea, occurrence or situation from different perspectives and adopt their own personal viewpoint of it based on scientific rigour and subjective debate rather than from intuition.
- TS14: Innovation/Creativity: Ability to propose and invent new and original solutions broadening the scope and bringing different aspects to the original problem.

Specific skills

- SS2: Ability to transfer attitudes and values in professional practice in all parts of physical activity and sport, helping to create a better society.
- SS4: Ability to analyse and apply the physiological, biomechanical, psychological, and social principles to different fields of physical exercise, sport and recreation.
- SS11: Ability to intervene on own initiative in society with theoretical, academic, and professional ideas related to physical activity and sports sciences.

Learning outcomes:

- LO1. Students will be able to understand fundamental concepts about physical activity, sport, physical education, Olympic games, etc.
- LO2. Students will be able to analyze the origin and evolution of sport throughout the different historical eras and cultural movements...
- LO3. Students will be able to write critical essays on the evolution of physical activity and sport throughout history.
- LO4. Students will be able to understand the evolution of physical activity and the value placed on the human body throughout the different sociocultural time periods.
- LO5. Students will be able to apply and follow correct protocols when elaborating work and sourcing content from the internet (citations and references, no plagiarism)

The following table shows the relationship between the skills developed throughout the subject and the pursued learning outcomes:

Skills	Learning outcomes
KS3, KS4, TS11, TS14, SS2, SS4, SS11	LO1. Students will be able to understand fundamental concepts about physical activity, sport, physical education, Olympic games, etc.
KS3, KS4, TS11, TS14, SS2, SS4, SS11	LO2. Students will be able to analyze the origin and evolution of sport throughout the different historical eras and cultural movements...
KS3, KS4, TS3, TS11, TS12, TS14, SS2, SS4, SS11	LO3. Students will be able to write critical essays on the evolution of physical activity and sport throughout history.
KS3, KS4, TS11, TS14, SS2, SS4, SS11	LO4. Students will be able to understand the evolution of physical activity and the value placed on the human body throughout the different sociocultural time periods.
KS3, KS4, TS3, TS11, TS12, TS14, SS2, SS4, SS11	LO5. Students will be able to apply and follow correct protocols when elaborating work and sourcing content from the internet (citations and references, no plagiarism)

4. CONTENT

The contents are divided into nine learning units:

Unit 1. Understanding the emergence of Physical Activity and Sports Science

Origin and evolution of the concept and the science

Units 2 y 3. Physical activity, sport, and the human body throughout history: Greece and Rome

Study and analysis of the physical activity culture in these historic periods: physical education, sport games and sport culture

Units 4 y 5. Physical activity, sport, and the human body throughout history: Middle Ages and Modern Ages

Study and analysis of the physical activity culture in these historic periods: physical education, sport games and sport culture

Units 6 y 7. Physical activity, sport, and the human body throughout history: Contemporary age

Study and analysis of the physical activity culture in these historic periods: physical education, sport games and sport culture with an international perspective

Unit 8. Study of the origin, evolution, and development of the Olympic Movement

Study and analysis of the classic Olympic Games and the modern Olympic Games

Unit 9. History of sport in contemporary Spain

Study and analysis of the physical activity culture in Spain during the 19th and 20th century

5. TEACHING METHODS

The teaching methods used in this degree are the following:

- Master lecture
- Problem-based learning (PBL)
- Collaborative learning
- Dialogic learning

6. ASSESSMENT ACTIVITIES

The following is a list of the types of assessment activities that may be completed in class and the number of hours each student must dedicate:

Face-to-face:

Assessment activity	Number of hours
Independent work	45
Drawing up reports and documents	34

Group activities (seminars, forums, etc.)	70
Debates and talks	15
Tutorial	8
Asynchronous master lectures	8
TOTAL	150

Online:

Assessment activity	Number of hours
Content reading	40
Text analysis	15
Search for resources and choosing information sources	10
Debates and talks via virtual seminars	10
Drawing up reports and documents	10
Group activities (seminars, forums, online, etc.) via online conferences	10
Independent work	30
Virtual tutorial	15
Knowledge tests	10
TOTAL	150

7. ASSESSMENT METHODS

The following tables relate the assessment method with their weight on the final grade:

Face-to-face:

Assessment method	Weight
Knowledge tests	50%
Glossaries, case/problem, reports and documents, text analysis	50%

Online:

Assessment method	Weight
Knowledge tests	50%
Glossaries, case/problem, reports and documents, text analysis	50%

Upon accessing the online campus, you will find all the assessment activities that must be completed throughout the semester in detail, due dates, and evaluation procedures for each of them.

7.1. Ordinary exam session

To pass this subject in the ordinary call you must obtain a grade equal to or higher than 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary for you to obtain a grade equal to or higher than 5.0 in activity 2 (final knowledge test) so that it can be averaged with the rest of the activities.

7.2. Extraordinary exam session

To pass this subject in the ordinary call you must obtain a grade equal to or higher than 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary for you to obtain a grade equal to or higher than 5.0 in activity 7 (final knowledge test) so that it can be averaged with the rest of the activities.

8. TIMETABLE

This section indicates the timetable with the deadlines for submission of graded activities for the course:

Assessment activities	Date
Activity 1. Elaborating written texts and documents	2 weeks
Activity 2. Oral presentations	5 weeks
Activity 3. Analyzing and writing both regular texts and scientific articles	5 weeks
Activity 4. Debates and talks	2 weeks
Activity 5. Documentary watching	4 weeks
Activity 6. Final knowledge test	Final week

This timetable may be subject to modifications due to logistical reasons related to the activities. Any changes will be notified to the student in a timely manner.

9. BIBLIOGRAPHY

The referenced work for following the course is:

Basic bibliography

M.A. BETANCOR, C. VILANOU, La historia de la Educación Física y del Deporte a través de los textos, PPU.S.A., Barcelona, 1995.

T. GONZÁLEZ AJA, Sport y Autoritarismos. Madrid, Alianza editorial, 2002.

R. MANDELL, Historia Cultural del Deporte, Barcelona, edicions Bellaterra, 1986.

M. Vicente PEDRAZ, Teoría pedagógica de la actividad física, Madrid, Gymnos, 1987.

RIVERO, Deporte y Modernización, La actividad física como elemento de transformación social y cultural en España, 1910-1936, Dirección General de Deportes de la Comunidad de Madrid, Madrid, 2003.

J. L. RODRIGUEZ, Historia del Deporte, INDE publicacions, Barcelona, 2002.

J. L. SALVADOR, El Deporte en Occidente: Historia, cultura, política. Madrid, Cátedra, 2004.

Complementary bibliography

A.A. V.V., Materiales de sociología deportiva, La piqueta, Madrid, 1994.

N. ELIAS, E. DUNNING, Deporte y Ocio en el proceso de civilización, F.C.E., Madrid, 1992.

J.L. PASTOR, El espacio profesional de la Educación Física en España: Genesis y formación (1883-1961). Universidad de Alcalá, Alcalá, 1997.

L.P. RODRÍGUEZ, Compendio histórico de la actividad física y el deporte, Masson, Barcelona, 2003.

J.A. SIMÓN SANJURJO, Construyendo una pasión: El fútbol en España, 1900-1936, Unir, 2015.

VV.AA., El Olimpismo en España. Una Mirada Histórica de los orígenes a la actualidad, Fundación Barcelona Olímpica, Barcelona, 2019.

10. ATTENTION TO DIVERSITY DEPARTMENT

From the Educational Guidance and Diversity Unit (ODI) we offer accompaniment to our students throughout their university life to help them achieve their academic achievements. Other pillars of our action are the inclusion of students with specific educational support needs, universal accessibility in the different campuses of the university and equal opportunities.

From this Unit students are offered:

1. Accompaniment and follow-up through the realization of personalized advice and plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made, that is, at the level of methodology and evaluation, in those students with specific educational support needs, thereby pursuing equal opportunities for all students.
3. We offer students different extracurricular training resources to develop various skills that will enrich them in their personal and professional development.
4. Vocational guidance through the provision of tools and advice to students with vocational doubts or who believe that they have made a mistake in the choice of the degree.

Students who need educational support can write to us at:

orientacioneducativa@universidadeuropea.es

11. SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to participate in satisfaction surveys to identify strengths and areas of improvement regarding the faculty, the degree program, and the teaching-learning process.

The surveys will be available in the survey section of your online campus or through your email.

Your feedback is necessary to improve the quality of the degree program.

Thank you very much for your participation.