

## 1. OVERVIEW

<b>Subject area</b>	Theory and History of Physical Activity and Sports
<b>Degree</b>	Bachelor's Degree in Exercise and Sport Sciences
<b>School/Faculty</b>	Exercise and Sport Sciences and Physiotherapy
<b>Year</b>	First
<b>ECTS</b>	6 ECTS
<b>Type</b>	Core
<b>Language/s</b>	Spanish / English
<b>Delivery mode</b>	On campus/Blended
<b>Semester</b>	S1 and S2
<b>Academic year</b>	2023/2024
<b>Coordinating professor</b>	Eva Asensio

## 2. INTRODUCTION

The History of Sport subject area is taught in the 1st year of the Bachelor's Degree in Exercise Sciences. It consists of two parts: the first refers to the theory of sport and the second to the history and evolution of the culture of physical activity. The theory part explores the origins of exercise and sport sciences and the importance of theoretical reflection to critique and improve the multidisciplinary compilation of these sciences. It also studies the origins, evolution and development of the Olympic movement. This subject area is linked to other subjects on the syllabus, such as the Sociology and Ethics of Physical Activity and Sport, and sports teaching in general.

As such, it is essential for contextualising physical exercise, sport and how the human body is viewed and assessed at different stages of history, in addition to exploring cultural movements and different ideologies. It also contributes to a better understanding of the complex reality of the current culture of sport.

## 3. SKILLS AND LEARNING OUTCOMES

### Basic skills (CB, by the acronym in Spanish):

- CB3: 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.
- CB4: Students can convey information, ideas, problems and solutions to both specialist and non-specialist audiences.

### Transversal skills (CT, by the acronym in Spanish):

- CT4: Ability to analyse and summarise: Ability to break down complex problems into manageable blocks; evaluate other options and perspectives to find the ideal solution. Synthesising to reduce the complexity and better understand the situation and/or solve problems.
- CT8: Information management: Ability to seek, choose, analyse and integrate information from diverse sources.

- CT12: Critical thinking: Ability to analyse an idea, occurrence or situation from different perspectives and adopt a personal viewpoint based on scientific rigour and objective reasoning, rather than intuition.
- CT17: Teamwork: Ability to integrate and collaborate actively with other people, areas and/or organizations to reach common goals.

**Specific skills (CE, by the acronym in Spanish):**

- CE2: Ability to transmit attitudes and values in professional practice in all areas of physical activity and sport, helping to create a better society. CE2:
- CE4: Ability to analyse and apply physiological, biomechanical, psychological and social principles in different areas of physical activity, sport and recreation.
- CE11: Ability to use your own judgement to act in society, using theoretical, academic and professional discourse in relation to exercise and sport sciences.

**Learning outcomes (RA, by the acronym in Spanish):**

- **RA1:** To understand key concepts related to physical activity, sport, physical education, Olympism, etc.
- **RA2:** To determine, based on written essays, the origins, evolution and development of exercise and sport.
- **RA3:** To act professionally when using and following safety protocols for carrying out online studies and projects.
- **RA4:** To produce written essays in order to study the evolution of physical exercise and assessment of the human body at different stages of history.
- **RA5:** To produce in-depth analysis and summaries based on searches of key literature about the origins and evolution of sport across different stages of history and cultural movements.

The following table shows how the skills developed in the course match up with the intended learning outcomes:

Skills	Learning outcomes
CB3, CB4, CT11, CT14, CE2, CE4, CE11	<b>RA1.</b> To understand key concepts related to physical activity, sport, physical education, Olympism, etc.
CB3, CB4, CT11, CT14, CE2, CE4, CE11	<b>RA2.</b> To determine, based on written essays, the origins, evolution and development of exercise and sport.
CB3, CB4, CT3, CT11, CT12, CT14, CE2, CE4, CE11	<b>RA3.</b> To act professionally when using and following safety protocols for carrying out online studies and projects.
CB3, CB4, CT11, CT14, CE2, CE4, CE11	<b>RA4.</b> To produce written essays in order to study the evolution of physical exercise and assessment of the human body at different stages of history.
CB3, CB4, CT3, CT11, CT12, CT14, CE2, CE4, CE11	<b>RA5.</b> To produce in-depth analysis and summaries based on searches of key literature about the origins and evolution of sport across different stages of history and cultural movements.

## 4. CONTENTS

The subject consists of two parts: the first part focuses on theory and the second focuses on history. In line with this structure, the subject area content is as follows:

- Knowledge of the origins of exercise and sport sciences

- Contextualisation of physical exercise, sport and how the human body is viewed and assessed across different stages of history, cultural movements and ideologies.
- Study of the origins, evolution and development of the Olympic movement.

The subject is organised into nine learning units:

**Unit 1: Knowledge of the origins of exercise and sport sciences**

Origins and evolution of the concept and science

**Units 2 and 3. Physical exercise, sport and how the human body is viewed and assessed at different stages of history: Greece and Rome**

Study and analysis of the culture of physical activity during these periods of history: Physical education, sports games and sports culture

**Units 4 and 5. Physical exercise, sport and how the human body is viewed and assessed at different stages of history: Middle Ages and the Early Modern Period**

Study and analysis of the culture of physical activity during these periods of history: Physical education, sports games and sports culture

**Units 6 and 7. Physical exercise, sport and how the human body is viewed and assessed at different stages of history: Contemporary Era**

Study and analysis of the culture of physical activity during these periods of history: Physical education, sports games and sports culture from an international perspective

**Unit 8. Study of the origins, evolution and development of the Olympic movement**

Study and analysis of the ancient and modern Olympic Games

**Unit 9: History of sport in contemporary Spain**

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

## 5. TEACHING/LEARNING METHODS

The types of teaching-learning methods are as follows:

- Lectures.
- Problem-based learning (ABP by its acronym in Spanish).
- Collaborative learning.

## 6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

**On campus:**

Learning activity	Number of hours
Lectures (on campus)	32
Asynchronous lectures (on campus)	12
Debates and discussions (on campus)	13

Oral presentations (on campus)	15
Reports and written work (on campus)	25
Essays, text commentaries and critical text analysis (on campus)	45
Tutorials (on campus)	8
<b>TOTAL</b>	<b>150</b>

**Blended learning:**

Learning activity	Number of hours
Lectures (blended)	32
Asynchronous lectures (blended)	12
Debates and discussions (blended)	13
Oral presentations (blended)	15
Reports and written work (blended)	25
Essays, text commentaries and critical text analysis (blended)	45
Tutorials (blended)	8
<b>TOTAL</b>	<b>150</b>

## 7. ASSESSMENT

The assessment methods, plus their weighting in the final grade for the course, are as follows:

**On campus:**

Assessment system	Weighting
On-campus knowledge tests	50%
Participation in classroom activities	10%
Assessment of reports and written work	30%
Glossaries	10%

**Blended learning:**

Assessment system	Weighting
On-campus knowledge tests	50%
Participation in classroom activities	10%
Assessment of reports and written work	30%

Glossaries	10%
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On the Virtual Campus, when you open the subject area, you'll find details of your assessment activities, including the submission dates and assessment procedures for each activity.

### 7.1. Ordinary exam period

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

In any case, you must achieve a minimum grade of 5.0 in activity 2 (final knowledge test) for it to be included in the weighted average grade with the other activities.

### 7.2. Extraordinary exam period (resits)

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

In any case, you must achieve a minimum grade of 5.0 in activity 7 (final knowledge test) for it to be included in the weighted average grade with the other activities.

## 8. TIMELINE

This section presents the timeline and submission dates for the assessable tasks in this subject area.

Assessable tasks	Date
Activity 1. Projects and written tests	2 weeks
Activity 2. Presentations	5 weeks
Activity 3. Analysis and commentaries on texts and scientific texts	5 weeks
Activity 4. Debates and discussions	2 weeks
Activity 5. Watching documentaries	4 weeks

The timeline may be subject to change for logistical reasons related to the activities. Students will be informed of any changes in due time and course.

## 9. BIBLIOGRAPHY

The reference material for the subject area is as follows:

### 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. DIVERSITY AWARENESS UNIT**

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:  
[orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## **11. STUDENT SATISFACTION SURVEYS**

Your opinion matters!

Universidad Europea encourages you to complete our satisfaction surveys to identify strengths and areas for improvement for staff, degree courses and the learning process.

These surveys will be available in the surveys area of your virtual campus or by email.

Your opinion is essential to improve the quality of the course.

Many thanks for taking part.