

1. BASIC INFORMATION

Course	Historical Perspective of Sport
Degree program	Physical Activity and Sport Sciences
School	Faculty of Medicine, Health and Sports
Year	1º
ECTS	6
Credit type	mandatory
Language(s)	Spanish, English
Delivery mode	Face-to-face/online
Semester	First semester
Academic year	2025/2026
Coordinating professor	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. LEARNING OUTCOMES

Knowledge, Skills and Competences

Knowledge

KON7.

- Identifies historical, legal, ethical and deontological principles in the context of sport.
- Identifies the key concepts related to Physical Activity, Sport, Physical Education and Olympism.
- Explore the evolution of exercise and the assessment of the human body over different socio-cultural periods.
- Identifies the significance and relevance of sport in the historical periods studied on the course.

- Describes the current nature of Sport from a historical perspective.

Skills

SK04.

- Interprets research reports and documentation on physical activities and sports
- Analyses the origin and evolution of Sport and Physical Activity across different periods of history and cultural movements.
- Writes essays on the study of the evolution of exercise and sports games over different periods of history.

Competences

COMP27. Adopt a rigorous and scientific approach in order to develop and implement procedures, processes, guidelines and analysis in relation to social, legal, economic, scientific or ethical matters, where necessary and relevant, in any area of professional activity within the sport and physical activity sector (formal and informal physical education and sports instruction; physical and sports training; health-focused exercise; physical activity and sports management).

COMP28. Be aware of and know how to apply ethical, deontological and social justice principles in the context of professional performance and engagement; develop habits of scientific and professional rigour; and uphold standards in professional practice involving the public, underpinned by improvement, excellence, quality and effectiveness.

COMP29. Be aware of, develop and know how to apply ethical, deontological, structural, organisational and performance requirements, as well as standards of professional practice for Physical Activity and Sports Sciences Graduates, in any area of professional activity within the sport and physical activity sector (formal and informal physical education and sports instruction; physical and sports training; health-focused exercise; physical activity and sports management); and be able to carry out multidisciplinary work.

COMP37. Strategic communication. Transmit messages (ideas, concepts, feelings, arguments), both orally and written, strategically aligning the interests of the different stakeholders involved in the communication in the academic and professional environment.

COMP41. Critical analysis. Integrate analysis with critical thinking in a process of evaluating different ideas or professional possibilities and their potential for error, based on evidence and objective data that lead to effective and valid decision-making.

COMP43. Ethical-social competence. Show ethical behavior and social commitment in performance of professional activities, as well as sensitivity to inequality and diversity.

4. CONTENT

Topic 1. The origins of Physical Activity and Sport

Topic 2. The birth of modern Physical Activity and Education

Topic 3. The beginning of Sport in the Contemporary Era. The spread of English sport around the world

Topic 4. Physical Culture in the first half of the 20th century. Physical Culture in the interwar period

Topic 5. Post-WWII: 1945-1989, The Cold War of Sport

Topic 6. Sport in Contemporary Spain

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

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

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Training activity	Number of hours
Master Classes	12
Practical application classes	18
Independent work	56
Debates and talks	8
Tutorials	12
Face-to-face assessment tests	2
Oral presentations of work	6
Preparation of reports and written work	16
Research and projects	20
TOTAL	150

Online mode:

Learning activity	Number of hours
Synchronous virtual master classes	16
Asynchronous virtual master classes	14
Preparation of reports and writings	16
Research and projects	20
Synchronous oral presentations of assignments	6
Autonomous work	56
Synchronous virtual academic tutoring	12
Virtual forums	8

Face-to-face assessment tests	2
TOTAL	150

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

Assessment system	Weight
Face-to-face assessment tests	40-50%
Case study	5-10%
Research/projects	25-40%
Oral presentations	5-10%
Reports and written papers	5-10%

Online mode:

Assessment system	Weight
Face-to-face assessment tests	40-50%
Case study	5-10%
Research/projects	25-40%
Oral presentations	5-10%
Reports and written papers	5-10%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Activity 1. Preparation of written work and tests	2 weeks
Activity 2. Presentations and oral presentations	5 weeks
Activity 3. Analysing and commenting on texts and scientific texts.	5 weeks
Activity 4. Debates and talks	2 weeks
Activity 5. Viewing of documentaries	4 weeks

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

The main reference work for this subject is:

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.

The recommended Bibliography is:

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

10. EDUCATIONAL GUIDANCE AND DIVERSITY 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

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.