

General Education Course Proposal

Proposed Course: Kines 111 Olympic Games Units 3
Prefix No. Title

Department: Kinesiology School: Health and Human Services

GE Category (Indicate one category only):

Foundation: A1___; A2___; A3___; B4___
Breadth: B1___; B2___; C1___; C2___; D^X___; E___
Integration: B___; C___; D___; International/Multicultural___

Existing Course ^X___; Revised Course___; New Course___

Course Included in Current GE Program Yes

New courses require the Undergraduate Course Proposal form in addition to this form.

Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

History, development, significance, and future of the Olympic Games; Olympism as a microcosm of cross cultural and interpersonal understanding and relationships.

Enrollment limit per section: 30

Expected number of sections per semester – Year 1 1; Year 3 1

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

Catherine M. Radron ^{4/13/98}
Department Chair Date
John P. ... ^{9/29/98}
School Curriculum Committee Date
Bryan ... ^{9/4/98}
School Dean Date
John ... ^{12/15/98}
General Education Subcommittee Date
Brandt Kehoe ^{12/22/98}
Associate Provost Date

April, 1998

Department of Kinesiology
Attachment #2: General Syllabus
Proposed Course Revision: Kines 111: History of the Olympic Games

Kines 111 History of the Olympic Games
3 units, prerequisite; completion of lower division Area D requirement

Semester, Year
Schedule # XXXXX

Catalog Description: History, development, and significance, of the Olympic Games; Olympism as a microcosm of cross-cultural, political, economic, and gender relationships.

General Education: This course meets General Education requirements. For students with catalogs 1998-99 or earlier, it meets the requirement for Upper Division, CAPSTONE. For all other students, it meets the requirement for Upper Division INTEGRATION, Area D.

Instructor: Name
Office: Instructor's office
Office hours: Instructor's office hours (minimum 5 hours per week)
Phone/email: Instructor's voice mail number, email address
Dept Office: South Gym, Room 111; department hours: M-F 8:00 - 12:00, 1300 - 1700
Dept phone: 278-2016

Textbook(s): The following textbook(s)/software are required/recommended for the course; they can be purchased at _____.

Author/editor, (date). Title, Place published: Publisher.

Fees: A \$15.00 course fee is required for the course. This covers the use of the computer lab required by the School of Health and Human Services.

Course Objectives: At the successful completion of this course, the student should be able to:

1. Research historical records of the ancient and modern Olympic Games and be able to discuss the political and cultural influences which contributed to the demise of the ancient games and those forces that contributed to the rebirth and continuation of the modern games.
2. Identify the major festivals of the Ancient Olympiad. How do these games compare to modern sport structure and sport appeal.
3. Compare and contrast the events of the ancient to the modern events of today. How does the change in culture and setting affect and reflect the history and culture of the time.
4. Compare and contrast the importance of winning; rewards for success and failure in the ancient and modern worlds.
5. Analyze the myths surrounding the ancient and modern Games.
6. Trace the Modern Olympic Games from inception to the present day with an emphasis on the changing nature of the games due to political and cultural forces.
7. Discuss the evolution of the ancient games and its origins and describe how the games reflect the culture of the time.

8. Discuss the development of the Modern Olympic Games and the influence of the Pseudo-games on the modern Games.
9. Discuss the development of the Modern Olympic Games and the influence of the cultural and political climates as they were reflected in the Games.
10. Discuss the role of women in the Games as a reflection of the status of women in history and culture.
11. Discuss and compare the political uses of the Olympic Games using the 1936 Berlin Games as a model.
12. Work collaboratively on multimedia presentations of the Modern Olympic Games.
13. Enhance their computer skills and ability to locate and evaluate information on the World Wide Web.
14. Present independent and group research projects both orally and in written form.

Course Topics:

- | | |
|---|----------------------------------|
| <p>(Topic 1) Ancient Greek Society
 Political Structure
 Social Class Systems
 Comparison of Sparta and Athens
 Sport - Funeral Games
 Ancient Games</p> | <p>Approximately 2 - 4 weeks</p> |
| <p>(Topic 2) Transition: Ancient to Modern
 Historical threads between Ancient & Modern Games
 "Pseudo-Olympics"
 Cotswold's Olympicks, Dover's Games, Olympic Games
 of Much Wenlock, and other early Games.
 Cultural Comparisons
 Political Initiatives</p> | <p>Approximately 2 weeks</p> |
| <p>(Topic 3) Genesis of the Modern Games:
 deCoubertine
 Beginnings of the IOC - Paris Conference
 Early political and social barriers reflected in the Games
 Politics and the Olympic Games: Geopolitical reality
 Women and the Olympic Games: a study in gender relations</p> | <p>Approximately 4 - 5 weeks</p> |
| <p>(Topic 4) The Modern Games
 The Summer Olympiad: 1896 - 1996
 The Winter Olympic Games: 1924 - 1998</p> | <p>approximately 4 weeks</p> |

Assignments:

Written Paper(s): The University General Education policy requiring a minimum of 4,000 words will be adhered to in the course through:

Written paper chronicling an event of the ancient Games.

Written paper on the Olympic achievements of a Gold medal winner and a biographical sketch of that athlete.

Written account of the assigned Modern Game(s) which will then be posted to the Web page.

2 essay exams

Oral Presentations:

Students will present their work in both written and oral form to the class. Some assignments are group projects and will be presented as a group, while other assignments require the individual to present material to the class. A progression from group presentation to individual presentation is designed into the course.

Exams:

3 exams are scheduled throughout the course.

The first two (2) tests are essay exams.

The Final Exam is a multiple-choice test generated by the students based on the information in the Games presentation and posting to the web page.

Computer Usage:

The course is designed to enhance computer skills and locating resources on the internet.

A number of strategies are employed to assist students to become proficient when using the computer and the internet.

Course Calendar: A course Time Line will be provided to each student. The Time Line includes dates for topics to be covered, reading assignments, and due dates for class assignments and presentations.

Note: Time Line Dates are tentative and are subject to change. They serve as general guidelines.

Criteria for Evaluating student work: Each syllabus will include the criteria for evaluating student work and the expectations for written and oral assignments.

Grades: Each syllabus will contain a grading policy which explains the weighting of each criteria. A grading scale will be included.

General Information:

1. Attendance policy

2. Policy on late papers and missed exams

3. Academic Dishonesty

Cheating and/or plagiarism will not be tolerated. If a student engages in these behaviors, the University policy will be enforced. Serious consequences can result - including failing an assignment, failing the course, or suspension from the University.

4. Student with disabilities: If you are a disabled student, you should identify yourself to the university and the instructor so that reasonable accommodation for learning and evaluation within the course can be made. Contact Services for Students with Disabilities, Madden Library Room 1049, 278-2811.

5. Other course policies

April, 1998

Department of Kinesiology
Attachment #3: Typical Syllabus
Proposed Course Revision: Kines 111: History of the Olympic Games

Kines 111 -- HISTORY OF THE OLYMPIC GAMES
T/Th 8:10 - 9:25am

Fall, 1999

Instructor:	S. L. Cottle	Office: North Gymnasium 111
Office Hours:	Mon - 12:30-1:00 & 3:00-3:30	Office phone: 278-6869
	Wed - 12:00-1:00	Department phone: 278-2016
	Tues/Thurs 9:30-10:00 & 12:00-1:00	Email: sandrac@mail.csufresno.edu

Course Outline and Requirements

I. COURSE MATERIALS AND GENERAL INFORMATION

A. RESOURCES:

TEXT:

Olympic gold: A 100 year history of the summer Olympic Games. (1995) S.E.A.
Multimedia. CD-ROM. Available in the computer lab.

Supplemental References:

Henry, Bill (1984). An approved history of the Olympic Games. Los Angeles: Southern California Committee for the Olympic Games.

Yeomans, P. H. (1994). An approved history of the Olympic Games: 1994 Supplement. Los Angeles: Southern California Committee for the Olympic Games.

REQUIRED READINGS: On reserve in the library

Lapchick, R. E. (1986) A political history of the modern Olympic Games. Fractured Focus. Lexington, Mass: Lexington Books.

Leigh, M. H. (1984). The renaissance of the Olympic Games. Journal of Physical Education, Recreation, and Dance, 55(2), 20-21.

Robertson, N.(1976). The ancient Olympics: Sport, spectacle, and ritual. Classic News and Views, 20, 73-85.

Spears, B. (1995). The Olympic Games, ancient and modern. History of Sport and Physical Education. Chapter 2.

Stull, G. A. & Lewis, G. M (1968). The funeral games of the Homeric Greeks. Quest 11(3), 1-13.

Welch, P. and Costa D. M. (1994). A century of Olympic Games Olympic competition. In Costa & Guthrie (1994), Women and Sport, Champaign, Ill: Human Kinetics.

B. Description:

History, development, and significance, of the Olympic Games; Olympism as a microcosm of cross-cultural, political, and gender relationships.

C. Course Objectives

At the successful completion of this course, the student should be able to:

1. Research historical records of the ancient and modern Olympic Games and be able to discuss the political and cultural influences which contributed to the demise of the ancient games and those forces that contributed to the rebirth and continuation of the modern games.
2. Identify the major festivals of the Ancient Olympiad. How do these games compare to modern sport structure and sport appeal.
3. Compare and contrast the events of the ancient to the modern events of today. How does the change in culture and setting affect and reflect the history and culture of the time.
4. Compare and contrast the importance of winning; rewards for success and failure in the ancient and modern worlds.
5. Analyze the myths surrounding the ancient and modern Games.
6. Trace the Modern Olympic Games from inception to the present day with an emphasis on the changing nature of the games due to political and cultural forces.
7. Discuss the evolution of the ancient games and its origins and describe how the games reflect the culture of the time.
8. Discuss the development of the Modern Olympic Games and the influence of the Pseudo-games on the modern Games.
9. Discuss the development of the Modern Olympic Games and the influence of the cultural and political climates as they were reflected in the Games.
10. Discuss the role of women in the Games as a reflection of the status of women in history and culture.
11. Discuss and compare the political uses of the Olympic Games using the 1936 Berlin Games as a model.
12. Work collaboratively on multimedia presentations of the Modern Olympic Games.
13. Enhance their computer skills and ability to locate and evaluate information on the World Wide Web.
14. Present independent and group research projects both orally and in written form.

D. Content of the Course:

Ancient Greek Society	Approximately 2 - 4 weeks
Political Structure	
Social Class Systems	
Comparison of Sparta and Athens	
Sport - Funeral Games	
Ancient Games	
Transition: Ancient to Modern	Approximately 2 weeks
Historical threads between Ancient & Modern Games	
"Pseudo-Olympics"	
Cotswold's Olympicks, Dover's Games, Olympic Games	
of Much Wenlock, and other early Games.	
Cultural Comparisons	
Political Initiatives	
Genesis of the Modern Games:	Approximately 4 - 5 weeks
deCoubertine	
Beginnings of the IOC - Paris Conference	
Early political and social barriers reflected in the Games	
Politics and the Olympic Games: Geopolitical reality	
Women and the Olympic Games: a study in gender relations	

CLASS SESSIONS/CLASS ATTENDANCE

Classes will be devoted to lecture, student-professor discussion of the assigned readings, and exploration of the internet as collaborative learning techniques among students. Therefore, **prior to each class session, each student will be expected to have read the material, made notes on the readings, and be prepared to summarize the main ideas.** In addition, questions, observations, and/or reactions to each assignment are appropriate. Useful and productive class sessions can occur only when the instructor and students have knowledge of the topic under discussion. **BE READY FOR ACTIVE PARTICIPATION ON YOUR PART FOR EACH CLASS.**

It is assumed that students are serious about and dedicated to their education, and it is expected that they will attend all class sessions. I know that personal illness occurs and occasionally there are family emergencies due to death and illness of a relative. **Excessive absences (more than 2) will be reflected in your final grade by a 10% reduction in your point total.**

III. EVALUATION/GRADING**A. Evaluation:**

1. Oral Reports - 20% of final grade
 - a) Olympic Athlete (5 to 10 minutes)
 - b) Assigned Olympic Game(s) - must be a multimedia presentation
2. Written Assignments - 40% of final grade
 - a) A written report on an Olympic Athlete (5 to 7 typed pages) (20%)
 - b) Written report on an Ancient Olympic Event (3 to 5 typed pages) (10%)
 - c) Written report on assigned Olympic Game(s) to be included in the course WWW web page.

All written work must be done in APA style with proper citations and reference listings.
3. Exams - 40% of final grade
 - a) 3 exams
 - See Time line for expected dates of exams
 - Exams 1 and 2 will be essay. The final will be multiple choice

B. Grading:

Grades will be calculated and assigned according to the following:

100.0 to 90%	=	A
89.9 to 80%	=	B
79.9 to 70%	=	C
69.9 to 60%	=	D
59.9	=	F

C. Academic Dishonesty

Cheating and/or plagiarism will not be tolerated. If a student engages in these behaviors, the University policy will be enforced. Serious consequences can result - including failing an assignment, failing the course, or suspension from the University.

D. REALLY IMPORTANT STUFF

All due dates are firm. I will **accept late papers for 24 hours** after the due date (the clock starts when class is scheduled to begin). You will receive a **20% reduction** for late papers. No papers will be accepted after 24 hours and will result in a 0 for the assignment.

All students must take exams when scheduled. If you are not in class the day of the exam you will receive a 0. **You will not be allowed to make-up exams.**

All written work will be evaluated on content and mechanics of writing. Take time to prepare your papers in advance, thus allowing time to proofread for complete sentences, misspelled words, proper punctuation, and clarity of thought and expression. You must keep note cards, rough drafts, and copies of works cited. If there is a question about the authenticity of your work, I will require you to produce these materials.

TIME LINE

TOPIC	READINGS/ASSIGNMENTS
AUGUST	
26- Introduction	Course Outline/Computer Survey
28- Ancient Greek Society	Exploring the Internet: Olympic Protocols
SEPTEMBER	
2- Funeral Games of the Homeric Greeks. <u>Quest 11(3)</u> , 1-13. Ancient Games spectacle, and ritual. <u>Classic News and Views</u> , 20,	Stull, G. A. & Lewis, G. M (1968). The funeral games Robertson, N.(1976). The ancient Olympics: Sport, 73-85.
4- Ancient Games spectacle, and ritual in Seagrave and Chu(eds)(1988). Champaign, Il:	Robertson, N.(1976). The ancient Olympics: Sport, <u>The Olympic Games in Transition</u> . Human Kinetics. Spears, B. (1989). The Olympic Games, ancient and modern. History of Sport and Physical Education.
9-	Spears, B. (1989). The Olympic Games, ancient and modern. History of Sport and Physical Education.
11-	Famous Ancient Olympians Map of The ancient stadium.
16-	Mythology
18- The "Pseudo-Olympics"	Transition: Cotswold's Olympick Games and Dover's Games Olympic Games of Much Wenlock, England
23- Transition: The "Pseudo-Olympics"	Cotswold's Olympick Games and Dover's Games Olympic Games of Much Wenlock, England
25- Transition: The "Pseudo-Olympics"	The Highland Games, the Montreal Olympic Games, and others.
30- EXAM #1	BLUE BOOK THE LARGE ONE
OCTOBER	
2- The Genesis of the Modern Games	Leigh, M. H. (1984). The renaissance of the Olympic Games. <u>Journal of Physical Education, Recreation, and Dance</u> , 55(2), 20-21.
7- The beginnings of the IOC	Athlete Oral Reports
9- The beginnings of the IOC	Athlete Oral Reports

**TIME LINE
READINGS**

TOPIC	READINGS
14- Politics and the Olympic Games Mass: Lexington Books.	Lapchick, R. E. (1986) A political history of the modern Olympic Games. <u>Fractured Focus</u> . Lexington, Athlete Oral Reports
16- Politics and the Olympic Games Mass: Lexington Books.	Lapchick, R. E. (1986) A political history of the modern Olympic Games. <u>Fractured Focus</u> . Lexington, Athlete Oral Reports
21- Women and the Olympic Games <u>and Sport</u> , Champaign, Ill: Human Kinetics.	Welch, P. and Costa D. M. (1994). A century of Olympic competition. In Costa & Guthrie (1994), <u>Women</u> Athlete Oral Reports
23- Women and the Olympic Games <u>and Sport</u> , Champaign, Ill: Human Kinetics.	Welch, P. and Costa D. M. (1994). A century of Olympic competition. In Costa & Guthrie (1994), <u>Women</u> Athlete Oral Reports
28- Women and the Olympic Games <u>and Sport</u> , Champaign, Ill: Human Kinetics.	Welch, P. and Costa D. M. (1994). A century of Olympic competition. In Costa & Guthrie (1994), <u>Women</u> Athlete Oral Reports
30- Exam #2	Blue Book
NOVEMBER	
4- Work Day	
6- The Games	Athens (1896), Paris (1900), St Louis (1904) Class Presentations
11- The Games	London, (1908), Stockholm (1912), Antwerp (1920), Class Presentations
13- The Games	Paris (1924), Amsterdam (1928), Los Angeles (1932), Class Presentations
18- The Games	Berlin (1936), London (1948), Helsinki (1952) Class Presentations
20- NO Class	
25- The Games	Melbourne (1956), Rome (1960), Tokyo(1964), Class Presentations
27- Thanksgiving	

	TOPIC	TIME LINE READINGS
DECEMBER		
2-	The Games	Mexico City (1968), Munich (1972), Montreal (1976), Class Presentations
4-	The Games	Moscow (1980), Los Angeles (1984), Munich (1972), Class Presentations
9	The Games	Montreal (1976), Moscow (1980), Los Angeles (1984), Class Presentations
11	The Games	Soul (1992), Atlanta (1996) Class Presentations
18-	Final Exam	8:45 -10:45 SCANTRON 882

Written and Oral Report Olympic Athlete

You are to research an "all-time" Olympic gold medal athlete of your choice (no duplication of athletes). Your paper should include a short biographical sketch of the athlete, the year(s) in which the athlete competed in the Olympic Games, and what the Olympic accomplishments of the athlete were. Include interesting or unique information about the athlete - - make it like ABC's Up close and personal.

The paper should be 5 to 7 pages, typed using APA style (see the sheet I gave you in class). The oral report on this paper must be 5 to 10 minutes (10 is an absolute maximum). You will prepare an outline of your talk to distribute to the class. Do not read your paper - - summarize the main points.

The paper will be due on the date of your oral presentation

Multimedia Presentation

The class Project will be a multimedia presentation of the Modern Summer Olympic Games. You will work in small groups (2 or 3 students) and will develop a presentation (oral and written) on 1 or more of the Olympic Games. Each Presentation must include the following:

Introduction:

- Identify the Year and Host for the Games
- Provide a general background
- What nations competed
- What new sports were added - what sports were included

Political Climate:

- Were there issues of geopolitical concern?
- Were there issues of gender?
- Were there issues of racism?

Athletes:

- Are there interesting athletes with interesting stories
- Can you find pictures of the athletes to include in your presentation

Results:

- Were Olympic Records set?
- Were World records set?

Exam Questions:

- Each group will provide a 20 question multiple choice exam (each question must include 4 possible and logical choices) from the presentation.
- Members of the class must be able to retrieve the answers from the web page posting.

Your Presentation will be due on the date of the scheduled Games in the Timeline. The written project must be posted at the web site the day the presentation is due.

Grade Summary Sheet

EXAMS

#1 _____

#2 _____

#3 _____

Average _____ X .40 = _____

Written Assignments

#1 _____

#2 _____

#3 _____

Average _____ X .40 = _____

Oral Presentations:

#1 _____

#2 _____

#3 _____

Average _____ X .20 = _____

GRADE SCALE		
100.0 to 90%	=	A
89.9 to 80%	=	B
79.9 to 70%	=	C
69.9 to 60%	=	D
59.9	=	F

TOTAL % = _____

FINAL GRADE _____