SPHS515

Course Summary

Course : SPHS515 **Title :** Sport History and Culture
Length of Course : 8 **Faculty :**
Prerequisites : N/A **Credit Hours :** 3

Description

Course Description:

This course focuses on the study of historical, cultural, and sport policy variables within athletic development management. Students will evaluate the relationships between athletes and stakeholders through the theoretical concepts of sociology, physiology, and kinesiology, psychology, sport management, business, and coaching. They will analyze the role of specific sports policies and play from the perspective of an athlete, coach, and stakeholder. Nuances of specific sports are examined through historical sporting events, athletic achievements, and national and international governance of amateur and professional sport.

Course Scope:

Emphasis in this course will be placed on historical elements of sport from a global perspective. The role of professional sport in the US will be covered along with the international investment in Olympic sport.

Governance of major sport organizations are examined, such as the National Collegiate Athletic Association (NCAA), National High School Athletic Association (NHSAA), International Olympic Committee (IOC), and the United States Olympic Committee (USOC). Coaching domains from the National Standards of Sport Coaches will be covered in relevance to sport specific training techniques and methods.

Objectives

After successfully completing this course, students will fulfill the following Course Objectives (C.O.):

CO1: Examine successful coaching and athletic development strategies within historical sporting events and athletic achievements.

CO2: Analyze nuances of sport participation and athletic preparation within cultural, sociological, and business environments.

CO3: Evaluate cultural issues surrounding amateur and professional sport.

CO4: Prepare and present a plan for ensuring development and compliance in a sport program. CO5: Assess governance issues facing sport in society.

CO6: Compose sport specific training techniques and coaching methods within the National Standards of Sport Coaches' coaching domains.

CO7: Propose principles and guidelines that assist athletes, coaches, and stakeholders in positively influencing the psychological factors (development, health, and well-being) associated with athletic performance.

Outline

Week 1: Sport History

Learning Outcome

CO1: Examine successful coaching and athletic development strategies within historical sporting events and athletic achievements.

Required Readings

- Wikipedia and history: a worthwhile partnership in the digital era?
- Sport history as modes of expression: material culture and cultural spaces in sport and history

Assignments

Week 1 Discussion

Week 1 Assignments

Week 2: Sport Culture - Sociology

Learning Outcomes

CO2: Evaluate cultural issues surrounding amateur and professional sport.

CO5: Assess governance issues facing sport in society.

Required Readings

- Introduction: diversity, equity and inclusion in sport and leisure
- The Labyrinth of Exclusion in Sport and Steps Toward Developing a Culture of Inclusion
- Sports sociology in different communities
- Topics and trends: 30 years of sociology of sport

Assignments

Week 2 Discussion

Week 2 Assignment

Week 3:

Learning Outcomes

CO6: Compose sport specific training techniques and coaching methods within the National Standards of Sport Coaches' coaching domains.

Required Readings

- The effects of baseball bat mass properties on swing mechanics, ground reaction forces, and swing timing
- Sport-specific functional movement can simulate aspects of neuromuscular fatigue occurring in team sports
- Staying Out of Range: Increasing Attacking Distance in Fencing.
- Parenting and Fundamental Movement Skills
- Evaluating Learning Outcomes of Sports Skills through Observation
- The Effect Specialization and Diversification Involvement on Learning of Sports Skills According To Deliberate Practice and Deliberate Play

Assignments

Week 3 Discussion

Week 3 Assignment

Week 4: Sport Culture - Psychology

Learning Outcomes

CO7: Propose principles and guidelines that assist athletes, coaches, and stakeholders in positively influencing the psychological factors (development, health, and well being) associated with athletic performance.

Required Readings

- Proper Use of Feedback Leads to an Optimal Motivational Climate.
- Grit Happens: Moderating Effects on Motivational Feedback and Sport Performance.
- Coaching Life Skills through Football: A Study of Award Winning High School Coaches
- Entry into Elite Sport: A Preliminary Investigation into the Transition Experiences of Rookie Athletes
- Relationship Maintenance Strategies in the Coach-Athlete Relationship: The Development of the COMPASS Model
- Winning, Motivational Climate, and Young Athletes Competitive Experiences: Some Notable Sex Differences

Assignments

Week 4 Discussion

Week 4 Assignment

Week 5: Sport Policy- Stakeholders and Organizational Structure within Amateur, Collegiate, and Professional Sports

Learning Outcomes

C03: Evaluate cultural issues surrounding amateur and professional sport.

C04: Prepare and present a plan for ensuring development and compliance in a sport program.

C05: Assess governance issues facing sport in society.

Required Readings

- Social Accountability and Responsibility in Sport: An Examination of the National Collegiate Athletic Association

- Governance in Sport: Outside the Box?
- Managing informal sport participation: tensions and opportunities, International Journal of Sport
- THE INFLUENCE OF MANAGEMENT SYSTEM ON THE QUALITY OF TRAINING PROCESS IN SPORT.

Assignments

Week 5 Discussion

Week 5 Assignment

Week 6: Sport Policy - Sport Policy Leading to International Sporting Success (SPLISS)

Learning Outcomes

CO5: Assess governance issues facing sport in society.

Required Readings

- Improving Paralympic Development Programs: Athlete and Institutional Pathways and Organizational Quality Indicators
- Developing a method for comparing the elite sport systems and policies of nations: a mixed research methods approach
- Sports policy factors leading to international sporting success : An international comparative study

Assignments

Week 6 Discussion

Week 6 Assignment

Week 7: Sports Management/Sports Entrepreneurship

Learning Outcomes

CO4: Prepare and present a plan for ensuring development and compliance in a sport program.

Required Readings

- Exploring new models of elite sport delivery: the case of triathlon in the USA and Australia
- Coopetition at the sports marketing/entrepreneurship interface: A case study of a Taekwondo organisation
- Sport-based entrepreneurship: towards a new theory of entrepreneurship and sport management

Assignments

Week 7 Discussion

Week 7 Assignment

Week 8: Athlete Development Management-High Performance, Long-Term Athlete Development Models

Learning Outcomes

CO2: Analyze nuances of sport participation and athletic preparation within cultural, sociological, and business environments.

Required Readings

- Why "The Best Way of Learning to Coach the Game Is Playing the Game": Conceptualising "Fast-Tracked" High-Performance Coaching Pathways
- Coaches Adoption and Implementation of Sport Canadas Long-Term Athlete Development Model
- The High Performance Management Model: From Olympic and Professional to University Sport in the United States.

Assignments

Week 8 Discussion

Week 8 Assignments

Evaluation

Grading:

Name	Grade %
Discussions	50.00 %
Week 1: Introductions	6.25 %
Week 2: Sport Culture - Sociology	6.25 %
Week 3: Sport Culture - Physiology and Kinesiology	6.25 %
Week 4: Sport Culture - Psychology	6.25 %
Week 5: Sport Policy - Stakeholders and Organizational Structure	6.25 %
Week 6: Sport Policy Leading to International Sporting Success (SPLISS)	6.25 %
Week 7: Sport Management - Sport Entrepreneurship	6.25 %
Week 8: Athlete Development Management - High Performance Long Term Development Models	6.25 %
Annotated Bibliography Assignments	35.00 %
Week 1 Assignment: Sport History	4.38 %
Week 2 Asignment: Sport Culture - Sociology	4.38 %
Week 3 Assignment: Sport Culture - Physiology and Kinesology	4.38 %
Week 4 Assignment: Sport Culture - Psychology	4.38 %
Week 5 Assignment: Sport Policy - Stakeholders and Organizational Structure	4.38 %
Week 6 Assignment: Sport Policy - SPLISS	4.38 %
Week 7 Assignment: Sport Management Sport Entrepreneurship	4.38 %
Week 8 Assignment: Athlete Development Management	4.38 %
Signature Assignment	15.00 %

| Week 8 Signature Assignment: Reflection | 15.00 % |

Materials

Book Title: Various resources from the APUS Library & the Open Web are used. Please visit http://apus.libguides.com/er.php to locate the course eReserve.

Author: No Author Specified

Publication Info:

ISBN: N/A

Readings

THIS CLASS DOES NOT HAVE A TEXTBOOK. This class uses Open Educational Resources (OERs) rather than a textbook. Each week in the Lessons tab you will have different readings/videos that you will read/watch to learn the weekly material. Students are encouraged to augment assignments and forums with outside readings of their interest.

Course Guidelines

Academic Honesty & Personal Integrity

The University System supports and promotes academic honesty and personal integrity. Any form of academic dishonesty has no place in higher education. The University System does not tolerate dishonest efforts by its students. Students who are guilty of academic dishonesty can expect to be penalized. Any student who knowingly assists another student in dishonest behavior is equally responsible. An additional violation of the standards of academic honesty within a course may result in dismissal from the University System. **Click here for the full APUS policy.**

In addition to the university's plagiarism policy, students who are found to have submitted materials plagiarized from any online source, such as Course Hero, etc., will be reported to both the Plagiarism Office and the Student Conduct Office with the possibility of failing the course and/or expulsion from APUS. Use of said materials is academic dishonesty and will not be tolerated.

Using Turn-It-In for Discussions

*Some instructors may require students to submit their initial **Discussion** posts to Turnitin via the "Assignments" tool in our Brightspace classroom--please check the Discussion Guidelines (Course Overview & Introduction Content area) and/or an Announcement from your faculty to determine if this step is required for this course.*

If this is a requirement in your class, before posting your initial Discussion, you must submit it in the assignment area in a Word file, so its originality can be checked by turnitin.com. Your similarity score will appear in the same place you submit your file. It can take up to 24 hours for a score to return, but usually, it is less than 30 minutes. So, plan ahead. Please see the Course Overview & Introduction module in the Content area of the classroom, as well as in the Discussion area for additional information on how to use Turnitin.

Writing Expectations

Students please review forum and assignment rubrics prior to completing each course requirement. As you work with student athletes, other athletic/fitness related personnel, clinical and other situations, you will frequently encounter challenging learning and behavioral situations. The solutions you find to these challenges will often determine success at a personal and program level. Your experiences have led you to certain beliefs; however, these beliefs may not lead to the correct solution in any given circumstance. In simple terms, theory is what generates the practical application you apply to your job. It is theory that helps us analyze our opponent and make determinations on what they are going to do in the future, and it is theory that has been turned into technology that helps us increase quality of life, performance, and competitiveness. Understanding what experts recommend is one very important strategy for you to use. The commitment to apply key theory to your ideas enhances the likelihood that sound judgment drives solutions, not just feelings and beliefs. The application of theory can also help protect you in cases of liability questions.

All written submissions should be submitted in a font and page set-up that is compatible with APA Style (7th Ed.) formatting. It is recommended that students adhere to this consistent format and follow all rules of APA formatting here are some basics:

- Typewritten in double-spaced format with a readable style (Arial or Times New Roman fonts are best) and submitted inside the electronic classroom as instructed by the assignment details (unless classroom access is not possible and other arrangements have been approved by the professor).
- Best font sizes: Arial or Times New Roman 12-point font.
- 1 margins all around (no additional indenting except 1st line of each paragraph)
- Double-spaced throughout paper
- Appropriate APA-style formatted in-text citations and reference list
- Paper should be written in 3rd person this means no personal opinions, no sentences with I my or other 1st person text. These are academic/scientific papers.

Citation and Reference Style

Attention Please: Students will follow the APA (7th Ed.). Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

Late Assignment Policy

All dates and times posted are for U.S. Eastern Standard time. It is your responsibility to know how that translates to your time zone and to submit/complete Assignments, Discussions and tests per these posted deadlines. All assignment due dates are posted on the Assignments page.

Students are expected to submit assignments by the due dates listed in the classroom. Late assignments, including but not limited to Assignments, Discussions, posts and responses, quizzes, and exams, may or may not be accepted after the course end date. Submitting an assignment after the due date may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum 50% of the grade. The amount of the penalty is at the faculty member's discretion. Faculty recognize that students have limited time and may be more flexible if potential delays are communicated ahead of time. The University Late Policy can be found in the Student Handbook here.

*Doctoral and Programs with specialty accreditation may have different late policies.

**Students with DSA accommodations may have different late policies applied. For more information regarding our DSA services, please contact DSA@apus.edu.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and flaming. Such activity and the loss of good manners are not acceptable in a university

setting basic academic rules of good behavior and proper Netiquette must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

Humor Note:

Despite the best of intentions, jokes and <u>especially</u> satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add emoticons to help alert your readers: ;-), :)

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the [Student Handbook](#), and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- [Tips on Using the Office 365 Email Tool](#)

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
- Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
- The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
- Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.

University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)

- [Extension Requests](#)

- [Academic Probation](#)

- [Appeals](#)

- [Academic Dishonesty / Plagiarism](#)

- [Disability Accommodations](#)
- [Student Deadlines](#)
- [Video Conference Policy](#)

Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.
- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.
- Course content may vary from the syllabus' schedule to meet the needs of a particular group.