

**Southeast Missouri State University  
Course Syllabus**

**Department of:** Health, Human Performance and Recreation  
**Title of Course:** Foundations, History and Philosophy of Physical Education

**Course No.:** PE 238  
**Revision:** Fall 2010

**Department Approved:** March 5, 2007  
**College Council Approved:** December 5, 2007

**I. Catalog Description and Credit Hours of Course:**

An overview of the foundations, philosophy, and development of the physical education profession in the United States. (3)

**II. Prerequisite:**

None

**III. Objectives of the Course:**

Upon completion of this course the teacher candidate will be able to:

**A.** Understand and debate current physical education/activity issues and laws based on historical, philosophical, and sociological perspectives. (1.5) [Q1.2.1.1]

**B.** Demonstrate knowledge of approved state and national content standards and local program goals. (1.6) [Q1.2.1.1]

**C.** Use available resources (e.g., colleagues, literature, professional associations) to develop as a reflective professional. (8.2) [1.2.9.2]

**D.** Construct a plan for continued professional growth based on the assessment of personal teaching performance. 8.3 [1.2.9.3]

**E.** Demonstrate effective communication skills (5.1) [1.2.7.1]

[Q refers to MoSTEP Quality Indicators]

**IV. Expectations of Students:**

Teacher candidates will satisfactorily complete on time all

- A. Course assignments
- B. Quizzes and exams
- C. Writing assignments
  - 1. Teacher socialization project
  - 2. Historical impact project

**V. Course Outline:**

- A. Introduction to course 4 hrs
  - 1. Problems and issues in physical education
  - 2. The scholarly study of physical education
  - 3. Philosophical processes
- B. Physical education and sport in ancient times 7 hrs
  - 1. Philosophical positions of the human body in ancient times

	a.	Sumer, Egypt, and China	
	b.	Ancient Greece: Athens and Sparta	
	c.	The Ancient Olympic Games	
	2.	Physical education in ancient Rome	
	3.	Cross-cultural analysis of the Greeks and Romans	
C.		Philosophical views of the human body in medieval Europe	4 hrs
	1.	Medieval social structure	
	2.	Sport of the Aristocracy	
	3.	Medieval concepts of health and hygiene	
D.		Physical education and sport in the Renaissance and Reformation	3 hrs
E.		Physical education and the Age of Science and the Enlightenment	3 hrs
F.		Contributions of 19 <sup>th</sup> century Europe to the development of physical education and sport in the United States	5 hrs
	1.	The context for the emergence of the profession	
	2.	The Battle of the Systems	
G.		The theoretical and professional development of physical education in the United States	5 hrs
	1.	The adoption of sport by the physical education profession	
	2.	The professional preparation of teachers	
	3.	The reform of physical education	
	a.	Development of Play Theory	
	b.	Promotion of physical education	
H.		Physical education and sport in the schools	3 hrs
I.		The Modern Olympic Games	5 hrs
J.		The physical education teacher	6 hrs
	1.	Preparing to become a physical education teacher	
	2.	Professional organizations in physical education and sport	
	3.	MoSTEP standards	
	4.	NASPE standards for beginning physical education teachers	
		<b>Total =</b>	<b>45 hrs</b>

**VI. Textbooks:  
Required**

Siedentop, D. (2007). *Introduction to physical education, fitness, and sport* (6<sup>th</sup> ed.). St Louis, MO: McGraw-Hill Companies.

**Recommended**

Freeman, W.H. (2001). *Physical education and sport in a changing society* (6<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.

Mechikoff, R.A. & Estes, S.G. (2005). *A history and philosophy of sport and physical education: From ancient civilization to the modern world* (4<sup>th</sup> ed.). Boston: McGraw-Hill

**VI. Basis for Student Evaluation:**

A.	Assignments and class activities	10%
B.	Quizzes	10%
C.	Exams	40%
D.	Writing assignments	40%

This course has been designated by the Department as a writing intensive course. Therefore, while point distribution may vary between instructors writing assignments must comprise a significant portion (25-50%) of the basis for student evaluation.