



## COURSE DATA

### DATA SUBJECT

**Code:** 33246

**Name:** Theory and history of physical activity and sport

**Cycle:** Undergraduate Studies

**ECTS Credits:** 6

**Academic year:** 2026-27

### STUDY (S)

Degree	Center	Acad. year	Period
1312 - Degree in Physical Activity and Sport Sciences	Facultat de Ciències de l'Activitat Física i Esports	1	Second quarter, First quarter
1331 - Degree in Physical Activity and Sport Sciences (Ont)	Facultat de Ciències de l'Activitat Física i Esports	1	Second quarter
1938 - Doble grado en Nutrición Humana y Dietética y CAFD	Facultat de Farmàcia i Ciències de l'alimentació	1	

### SUBJECT-MATTER

Degree	Subject-matter	Character
1312 - Degree in Physical Activity and Sport Sciences	History	BASIC
1331 - Degree in Physical Activity and Sport Sciences (Ont)	Historia	BASIC
1938 - Doble grado en Nutrición Humana y Dietética y CAFD		

### COORDINATION

MOLINA ALVENTOSA JUAN PEDRO

## SUMMARY

The subject of Theory and History of Physical Activity and Sport, taught in the first year Bachelor of Science in Physical Activity and Sport and takes place in a semester. This subject belongs to the group of core subjects in the branch of Health Sciences, with a total of six credits.

This course addresses issues philosophical, anthropological, historical and cultural physical activity and sport in the Grau. Understand and reflect on these issues is critical to think, criticize and make sense of many positive social and professional practices that form the center of interest of these studies.

The themes of historical develop a vision of development that have physical activity throughout history, from the role they had Those peculiar practices in primitive societies and Greek Olympic Games, to the birth and development of the modern sport in the nineteenth century.



The topics presented theoretical discussion of current issues in this field that is generated by the implant these practices, through the analysis of the present reality: ideology and politics in sport; sports ethics and behavior; gender equality and sport; Physical Activity and Health; Business and marketing of sport; sports education, integration and sport for development and peace.

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

### OTHER REQUIREMENTS

Any. The nature of the subject makes prior knowledge of other keep a little to do with it, since it is this that gives the student a series of skills that enable you to understand other content developed later in the subjects of the degree and master

## COMPETENCES / LEARNING OUTCOMES

### 1312 - Degree in Physical Activity and Sport Sciences

Apply information and communication technologies (ICTs) in the field of the history of physical activity and sport.

Be able to analyse and reflect on the development of physical activity and sport from cultural and historical criteria so as to participate in the debates held in the practical lessons and to apply knowledge to the professional field.

Expand the cultural framework of reference with which the student arrives at university.

Know and understand the different stages in which these theories have developed.

Know and understand the epistemological and historical theories of physical activity and sport.

Know how to apply the rights of equal opportunities between men and women and of people with disabilities, as well as the values of democracy, in a society that requires education along these lines.

Know the historical periods and the main stages of physical culture.

### 1331 - Degree in Physical Activity and Sport Sciences (Ont)

Apply information and communication technologies (ICTs) in the field of the history of physical activity and sport.

Be able to analyse and reflect on the development of physical activity and sport from cultural and historical criteria so as to participate in the debates held in the practical lessons and to apply knowledge to the professional field.



Expand the cultural framework of reference with which the student arrives at university.

Know and understand the different stages in which these theories have developed.

Know and understand the epistemological and historical theories of physical activity and sport.

Know how to apply the rights of equal opportunities between men and women and of people with disabilities, as well as the values of democracy, in a society that requires education along these lines.

Know the historical periods and the main stages of physical culture.

## DESCRIPTION OF CONTENTS

**1. Introduction: the sociohistorical study of physical activities and the concept of sport.**

**2. Physical events before Modernity.**

**3. The birth of Physical Education and the conformation of European Gymnastics.**

**4. The genesis, development and spread of modern sport.**

**5. The political and economic instrumentalization of sport.**

**6. Fair play and the educational use of sport.**

**7. Physical activity, sport and social justice: gender, race, social class and disability.**



## 8. Ethics and sport in the XXI century: sustainability, health, hyper-technologization and human enhancement.

### WORKLOAD

#### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	45,00
Classroom practices	15,00
<b>Total hours</b>	<b>60,00</b>

#### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	10,00
Independent study and work	55,00
Preparation of lessons	15,00
Preparation for assessment activities	10,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

### TEACHING METHODOLOGY

In the classroom the teacher explains the contents of the course that make up the core of knowledge that must acquire the students.

In practical classes, students must develop experiential form of the knowledge acquired in the classroom or the latent knowledge of theoretical topics covered. Some of the classes will be devoted to the presentation and discussion of the work done by students. Also used audiovisual media and reading, although it may be the same as those used as supplementary material in the theoretical sessions, in which case its aim is to generate discussion and propose a practical analysis of the subject.

In addition to these strategies directly linked to the development of the classes of the course, others will also be used, such as group work, individual study to achieve mastery of course content, readings material complementary and tutorials to guide a particular student learning.

### EVALUATION

There are two procedures to assess the learning process on the subject: 1) through continuous summative assessment (only in the first exam period), or 2) through a final exam (in the first or second period).

1) Continuous summative assessment (only in the first exam period): 10 points will be awarded based on the following percentage distribution of activities that must be submitted in a timely manner and in the manner communicated during the course:



Theoretical component (50%):

Final exam with open-ended essay questions on the course topics and content + other written tests administered throughout the course, which will be detailed during the first classes.

Practical component (50%):

Preparation of a group project (4-5 students) + participation in other practical tasks, which will be detailed during the first classes.

2) Final assessment (in the first or second exam period): final exam (75% on the course contents and 25% on the content of one of the books assigned in class).

To pass the course, in either of these two procedures, students must earn a grade above 5. Students are reminded that literal copying of other people's works, in whole or in part, and presenting them as their own, is considered unacceptable conduct in the academic field. Furthermore, this conduct is contrary to current intellectual property laws and may lead to misdemeanors or criminal offenses.

## REFERENCES

- Elias, N., y Dunning, E. (1992). Deporte y ocio en el proceso de civilización. Madrid: Fondo de Cultura Económica. Guttman, A. (1978). From ritual to record: the nature of modern sports. New York: Columbia University Press. (También existe traducido al francés). Holowchak, M.A. y Reid, H.L. (2013). Aretism an ancient sports philosophy for the modern sports world. Lanham (Maryland): Lexington Books. Perelman, M. (2014). La Barbarie deportiva: crítica de una plaga mundial. Barcelona: Virus. (También hay en la biblioteca la versión original en francés). Pujadas, X. (coord.) (2011). Atletas y ciudadanos: historia social del deporte en España (1870-2010). Madrid: Alianza. Terret, T. (dir.) (2012). Histoire du sport et Géopolitique. Paris: LHarmattan. Torreadella, X. (2013). Gimnástica y educación física en la sociedad española de la primera mitad del siglo XIX. Lleida: Universidad de Lleida.
- Barbero, J.I. (ed.) (1993). Materiales de sociología del deporte. Madrid: La Piqueta. Brohm, J. M. (1982). Sociología política del deporte. México: Fondo de Cultura Económica. Dunning, E., Malcolm, D. y Waddington, I. (Eds) (2006). Sport Histories: Figurational Studies of the Development of Modern Sports. London: Routledge. González Aja, T. (ed.) (2002). Sport y autoritarismos: la utilización del deporte por el comunismo y el fascismo. Madrid: Alianza. Mandell, R. (1986). Historia Cultural del Deporte. Barcelona: Bellaterra. Rivero, J. y Tamburrini, C. (2014). Del juego al estadio: reflexiones sobre ética y deporte. Madrid: Clave Intelectual. Rodríguez, L.P. (dir.) (2003). Compendio histórico de la actividad física y el deporte. Barcelona: Masson. Simson, V. y Jennings, A. (1992). Los señores de los anillos. Poder, dinero y doping en los JJ. OO. Barcelona: El Triangle.