



CIEE Prague, Czech Republic

Course Name:	Czech Sports History and the Outdoor Culture
Course Number:	SOCI 2001 PRAG
Programs offering course:	CES/CNMJ
Language of instruction:	English
U.S. Semester Credits:	3
Contact Hours:	45
Term:	Spring 2020

Course Description

This course provides a basic overview of the role of sport in the Czech Republic from historical, sociological and political perspectives. Sport and physical activities are an integral part of Czech identity since the days of Czech National Revival. Revivalists sought to elevate the spirit and body in the intention of the classical Greek ideal of *Kalos kagathos*, the possession of the beautiful and the good. The interwar period saw a great increase in the scope of outdoor activities and the number of people engaging in them. During the Nazi occupation of Bohemia and Moravia, sport and outdoor movements (Sokol and DTJ Junák) were brutally suppressed. A ban on their activities and the persecution of their members continued throughout the Communist era. Despite this, sport and outdoor activities represented a way of escaping political repression, giving rise to “tramping”, a phenomenon of attractive alternative culture which incorporated woodcraft, hiking, camping and scouting and which was perceived as “internal emigration”.

Specifically, the course examines current trends in the Czech society and their influence on the development and practice of outdoor activities, including the concept of Czech physical culture and the outdoor concept of “turistika”, a nation-specific type of hiking. It also offers an interdisciplinary perspective of some contemporary sports-related issues, such as violence, cheating, doping and technologies in sport.

Learning Objectives

Students will:

- examine contemporary issues in sport from an inter-disciplinary perspective of various humanistic disciplines and understand sport as an important social phenomenon
- analyze the specific nature and features of Czech sport and its organization and evaluate the Czech concept of *Turistika* and its practical activities.
- discuss and better understand the importance of outdoor activities and sports
- compare sporting events in the Czech Republic and the US



- assess the role of illegal substance and technology in sport performance

Course Prerequisites

None.

Methods of Instruction

Lectures with the use of PowerPoint presentations.

Class discussions and debates (in small groups), dealing with various questions arising from the given theme.

Guest lectures.

Field trips.

Voluntary participation in specific sporting events is at students' own risk.

Assessment and Final Grade

Participation in sessions	20 %
Essay on a recommended topics	20 %
Individual presentation on a recommended topic	20 %
Homework	20 %
Midterm multiple choice test	10 %
Final written exam	10 %

Course Requirements

Essay

A 750-word essay is required on one of recommended topics.

Evaluation criteria: scope and depth of the topic's coverage, quality of interpretation, originality.

Individual presentations

Each student will prepare a presentation on a selected topic. The presentation must be interactive, inspire a discussion and raise challenging questions. Each presenter should prepare at least three questions for a follow-up discussion in the class.

Evaluation criteria: scope and depth of the topic's coverage, relevance of the presentation form, engagement of other students.

Homework

The students must read required readings prior to each class session in order to be able to participate in discussions of the suggested themes.



Midterm multiple choice test

Assessment of knowledge and understanding of the course material presented during the first 5 lectures (theoretical background of Czech physical culture and history).

Final written exam

During the final exam, students should demonstrate their knowledge and understanding of the specific nature and features of Czech sport and its various organizations playing a role in sport and the outdoor activities. The exam will include multiple-choice, short-answer and essay-style questions.

CIEE Prague Class Participation Policy

Assessment of students' participation in class is an inherent component of the course grade. Participation is valued as **meaningful contribution in the digital and tangible classroom**, utilizing the resources and materials presented to students as part of the course. Students are required to actively, meaningfully and thoughtfully contribute to class discussions and all types of in-class activities throughout the duration of the class. Meaningful contribution requires students to be prepared, as directed, in advance of each class session. This includes valued or informed engagement in, for example, small group discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Students are responsible for following the course content and are expected to ask clarification questions if they cannot follow the instructor's or other students' line of thought or argumentation.

The use of electronic devices is only allowed for computer-based in-class tests, assignments and other tasks specifically assigned by the course instructor. Students are expected to take notes by hand unless the student is entitled to the use of computer due to his/her academic accommodations. In such cases the student is required to submit an official letter issued by his/her home institution specifying the extent of academic accommodations.

Class participation also includes students' active participation in Canvas discussions and other additional tasks related to the course content as specified by the instructor.

Students will receive a partial participation grade every three weeks.

CIEE Prague Attendance Policy

Regular class attendance is required throughout the program, and **all absences are treated equally regardless of reason** for any affected CIEE course. Attendance policies also apply to any required co-curricular class excursions or events, as well as Internship.



Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

Missing classes will lead to the following penalties:

90-minute semester classes:

<i>Number of 90-minute classes</i>	<i>Equivalent percentage of the total course hours missed</i>	<i>Minimum penalty</i>
one to two 90-minute classes	up to 10%	no penalty
three 90-minute classes	10.1–15%	reduction of the final grade by 3%
four 90-minute classes	15.1–17%	reduction of the final grade by 5%; written warning
five 90-minute classes	17.1–20%	reduction of the final grade by 7%; written warning
six and more 90-minute classes	more than 20%	automatic course failure and possible expulsion

180-minute semester classes:

<i>Number of 180-minute classes</i>	<i>Equivalent percentage of the total course hours missed</i>	<i>Minimum penalty</i>
one 180-minute class	up to 10%	no penalty
two 180-minute classes	10.1–20%	reduction of the final grade by 5%; written warning
three and more 180-minute classes	more than 20%	automatic course failure and possible expulsion

Persistent absenteeism (students approaching 20% of the total course hours missed, or violating the attendance policy in more than one class) will result in a written warning, a notification to the student’s home school, and possibly a dismissal from the program.

Missing more than 20% of the total class hours will lead to a **course failure**, and **potential program dismissal**. This is a CIEE rule that applies to all CIEE courses and is in line with the Participant Contract that each CIEE student signs before arriving on-site.

Late arrival to class will be considered a partial (up to 15 minutes late) or full (15 or more minutes late) absence. **Three partial absences due to late arrivals will be regarded as one full class absence.**



Students must notify their professor and Program Coordinators (PC) beforehand if they are going to miss class for any reason and are responsible for any material covered in class in their absence.

If missing a class during which a test, exam, the student's presentation or other graded class assignments are administered, **make-up assignment will only be allowed in approved circumstances**, such as serious medical issues. In this case, the student must submit a local doctor's note within 24 hours of his/her absence to the PC, who will decide whether the student qualifies for a make-up assignment. Doctor's notes may be submitted via e-mail or phone (a scan or a photograph are acceptable), however **the student must ensure that the note is delivered to the PC.**

Should a truly **extraordinary situation** arise, the student must contact the PC immediately concerning permission for a make-up assignment. Make-up assignments are not granted automatically! The PC decides the course of action for all absence cases that are not straightforward. **Always contact the PC with any inquiry about potential absence(s) and the nature thereof.**

Personal travel (including flight delays and cancelled flights), handling passport and other document replacements, interviews, volunteering and other similar situations are not considered justifiable reasons for missing class or getting permission for make-up assignments.

For class conflicts (irregularities in the class schedule, including field trips, make-up classes and other instances), **always contact the Academic Assistant** to decide the appropriate course of action.

Course attendance is recorded on individual Canvas Course Sites. **Students are responsible for checking their attendance regularly to ensure the correctness of the records.** In case of discrepancies, students are required to contact the Academic Assistant **within one week of the discrepancy date** to have it corrected. Later claims **will not** be considered.

CIEE staff does not directly manage absences at FAMU and ECES, but they have similar attendance policies and attendance is monitored there. Grade penalties may result from excessive absences.



CIEE Academic Honesty Policy

CIEE subscribes to standard U.S. norms requiring that students exhibit the highest standards regarding academic honesty. Cheating and plagiarism in any course assignment or exam will not be tolerated and may result in a student failing the course or being expelled from the program. Standards of honesty and norms governing originality of work differ significantly from country to country. We expect students to adhere to both the American norms and the local norms, and in the case of conflict between the two, the more stringent of the two will preside. Three important principles are considered when defining and demanding academic honesty. These are related to the fundamental tenet that one should not present the work of another person as one's own.

The first principle is that final examinations, quizzes and other tests must be done without assistance from another person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information (unless the professor has explicitly announced that a particular test is to be taken on an "open book" basis).

The second principle applies specifically to course work: the same written paper may not be submitted in two classes. Nor may a paper for which you have already received credit at your home institution be submitted to satisfy a paper requirement while studying overseas.

The third principle is that any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with a course. This usually is done when quoting directly from another's work or including information told to you by another person. The general rule is that if you have to look something up, or if you learned it recently either by reading or hearing something, you have to document it.

The penalty ranges from an F grade on the assignment, failure in the course to dismissal from the program. The Academic Director is consulted and involved in decision making in every case of a possible violation of academic honesty.

Weekly Schedule

Week 1	What Is Sport? Introduction to the Topic Features Sport as a social phenomenon, its socio-historical development in modern and postmodern society. Basic characterization of the system of Czech education, sport and PE in Czech education Terms, concepts, definitions Required readings: Coakley, J. (2014) Chapters 1 and 2,
Week 2	Sport and Politics Sport as an expression of philosophical anthropology. Examples of the relation between sport and politics: Famous Czech Sportspeople

	<p>Presenting life stories of great Czech athletes within the most popular sports and discussing them. (Zátopek, Čáslavská, Jágr) Required readings: Hoberman (1984): chapter 1.</p>
Week 3	<p>Sport and Philosophy Presentation of Patočka’s ideas of the existence of the human being and the exploration of the topic of human movement (“three movements of human existence”) and discussion in relation to corporeality. Required readings: Martínková (2011): pp. 223–230.</p>
Week 4	<p>History of Czech Outdoor Activities Historical roots of outdoor activities abroad and in the Czech Republic: Comenius, the Sokol organization, Junák (Scouting), Woodcraft, Club of Czech Tourists, Jaroslav Foglar, Tramping. Required readings: Waic, M. and Kössl, J. (1996): pp. 18-22 Jehlička (2008): pp. 112–130</p>
Week 5	<p>Concepts of Outdoor Activities and Outdoor Education The Czech approach to outdoor education and outdoor activities compared to the Anglo-Saxon, Scandinavian or German approach. Czech “turistika”, dramaturgy, friluftsliv, Erlebnispädagogik. Required readings: Higgins, P. and Loynes, C. (1996): pp. 2-3. Priest, S. (1985): pp. 19-20. Martin, A. (2011): pp. 67–82.</p>
Week 6 Midterm Exam Period	<p>Midterm test, Review and instruction to midterm presentation. Midterm Presentations</p>
Week 7 Midterm Exam Period	<p>Violence and Cheating in Sport Violence, aggression and assertion. Violence in pursuit of sporting goals. Discussion of cheating (sport rules and rule-breaking) from philosophical, ethical and sociological perspectives. Match-fixing and gambling corruption. Required readings: Parry (1998): pp. 205-224 Leaman (2001): pp. 91-99</p>
Week 8	<p>Technologies in Sport</p>

	<p>The role of technology in the development of sport. When (and when not) is new technology acceptable? Disability sport and technology.</p> <p>Required readings: Hoberman, J. (2009): pp. 3-27</p>
Week 9	<p>Current Trends in Society and Their Effect on the Development and Practice of Outdoor Activities</p> <p>Reasons for the demand for outdoor activities today, global trends, local traditions, artificial environments, future trends.</p> <p>Required readings: Neuman, J. (2008): pp. 65-69 Essay due on Thursday, 11:59 p.m. Prague time; submission via Canvas</p>
Week 10	<p>Values of Outdoor Activities</p> <p>Discussion of the values of outdoor activities in general, followed by a discussion of the values of various particular types of outdoor activities. Comparison of the values of outdoor activities with those of Olympic sports; distinction of intrinsic and extrinsic values.</p> <p>Required readings: Martínková (2013). Chapter 10</p>
Week 11	<p>Moral Problems in Outdoor Activities</p> <p>Consideration of moral problems in outdoor activities; discussion of a case-study</p> <p>Required readings: Smith and Allison (2007). Selected moral dilemmas</p>
Week 12	<p>Final review, Discussion on chosen topics, Final Test, Final presentations</p>
Week 13 Final Exam	<p>Final presentations End-of-course discussion</p>

Course Materials

Coakley, J.J. (2014). *Sports in Society – Issues and Controversies*. New York: McGraw-Hill.

Higgins, P. and Loynes, C. (1996). Towards Consensus on the Nature of Outdoor Education. *JAEO*, 13(4), 2-3.

Hoberman, J. (1984). *Sport and Political Ideology*. New York: Macmillan

- Hoberman, J. (2009) Putting doping into context: Historical and cultural perspectives in *Performance Enhancing Technologies in Sports: Ethical, Conceptual and Scientific Issues*, ed. Murray, T.H., Maschke, K.J. and Wasunna, (3-27) A. Baltimore: Johns Hopkins University Press
- Jehlička, P. (2008) Indians of Bohemia: The Spell of Woodcraft on the Czech Society. In D. Blecking and M. Waic (Eds.), *Sport – Ethnie – Nation. Zur Geschichte und Soziologie des Sports in Nationalitätenkonflikten und bei Minoritäten*. Baltmannsweiler: Schneider Verlag Hohengehren, pp. 112–130.
- Leaman, O. (2001). Cheating and fair play in sport. In W. Morgan, K. Meir, & A. Schneider (Eds.) *Ethics in Sport*. Champaign, IL: Human Kinetics, pp. 91-99.
- Martin, A. (2011). The dramaturgy approach to education in nature. *Journal of Adventure Education and Outdoor Leadership*, 11(1), 67–82.
- Martínková, I. (2011). Anthropos as Kinanthropos: Heidegger and Patočka on Human Movement. *Sport, Ethics and Philosophy*, 5(3), 217–230.
- Martínková, I. (2013). *Instrumentality and Values in Sport*. Prague: Karolinum Press.
- Neuman, J. (2008). Future trends in outdoor activities. In I. Turčová, & A. Martin (Eds.). *Outdoor Activities in Educational and Recreational Programmes* (pp. 65-69). Prague: International Young Nature Friends.
- Parry, J. (1998). Violence and Aggression in Sport. In McNamee & Parry (Eds.), *Ethics and Sport*. London: Routledge, 1998, pp. 205-224. Reprinted in Holowchak A. (Ed.), (2002). *Philosophy of Sport: Critical Readings* Englewood Cliffs, NJ: Prentice Hall.
- Priest, S. (1985). *Functional Outdoor Education*. *JAEO*, 2(6), 19-20.
- Smith, T. and Allison, P. (2007). *Outdoor experiential leadership: Scenarios describing incidents, dilemmas and opportunities* Tulsa, Oklahoma: Learning Unlimited.
- Waic, M. and Kössl, J. (1996). The origin and development of organized Outdoor Activities in the Czech Countries. In J. Neuman, I. Mytting, and J. Brtník (Eds.). *Outdoor activities: Proceedings of international seminar Prague '94 Charles University* (pp. 18-22). Lüneburg: Verlag Edition, Erlebnispädagogik.