



CIEE Prague, Czech Republic

Course title:	Czech Sports History and the Outdoor Culture
Course code:	SOCI 2001 PRAG
Programs offering course:	Business, Arts and Sciences, Central European Studies, Communication, New Media, and Journalism
Language of instruction:	English
U.S. semester credits:	3.00
Contact hours:	45.00
Term:	Fall 2023

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 inter-disciplinary perspective of some contemporary sports-related issues, such as violence, cheating, doping and technologies in sport.

Learning Objectives

By completing this course, 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

1. Essay on a recommended topic

20%

2. Individual presentation on a recommended topic	20%
3. Homework	20%
4. Midterm Multiple Choice Test	10%
5. Final Written Exam	10%
6. Participation in Sessions	20%
TOTAL	100%

Course Requirements

Essay on a recommended topic

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 presentation on a recommended topic

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.

Participation in Sessions

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.

Attendance

To encourage engaged learning, regular class attendance is required throughout the program. This includes any required co-curricular class excursion or event, as well as internship, service-learning, or other required field placement.

An excused absence in a CIEE course will only be considered if approved by a CIEE Center Director/Academic Director (not the Instructor), and:

- it is a self-certified absence for illness (only once per course, requires formal request before or within 24 hours, cannot miss assessment worth more than 5% of final course grade)
- a doctor's note from a local medical professional is provided
- evidence of a family emergency is provided
- it is a pre-approved observance of religious holiday

Unexcused absences include personal travel and/or travel delays, as well as missing more than 25% of a single class period (including tardiness and early departure). Assessments missed due to unexcused absences will be marked as zero. Students with over 10% unexcused absences will be contacted by CIEE staff. Students with over 20% unexcused absences will be contacted by CIEE staff, receive a formal warning letter (shared with their home institution) and lose 10% of the final course point total (e.g., a final A grade of 93% will be lowered to a B grade of 83%).

For more detail, please consult your CIEE Academic Manual.

Academic Integrity

Academic integrity is essential to a positive and inclusive teaching and learning environment. All students are expected to complete coursework responsibilities with fairness, respect, and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in grade penalties or disciplinary action. See the CIEE Student Academic Manual for further information on academic integrity.

N.B. Course schedule and co-curriculars are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.

Weekly Schedule

Week 1

Class: 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

Class: Sport and Politics

Sport as an expression of philosophical anthropology.

Examples of the relation between sport and politics:

Famous Czech Sportspeople

Presenting life stories of great Czech athletes within the most popular sports and discussing them.
(Zátopek, Čáslavská, Jágr)

Required readings: Hoberman (1984): chapter 1.

Week 3

Class: 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.

Week 4

Class: 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

Week 5

Class: 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.

Week 6

Class: Midterm Exam Period

Midterm test, Review and instruction to midterm presentation. Midterm Presentations

Week 7

Class: 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

Week 8

Class: Technologies in Sport

The role of technology in the development of sport. When (and when not) is new technology acceptable? Disability sport and technology.

Required readings:

Hoberman, J. (2009): pp. 3-27

Week 9

Class: Current Trends in Society

and Their Effect on the Development and Practice of Outdoor Activities

Reasons for the demand for outdoor activities today, global trends, local traditions, artificial environments, future trends.

Required readings:

Neuman, J. (2008): pp. 65-69

Essay due on Thursday, 11:59 p.m. Prague time; submission via Canvas

Week 10

Class: Values of Outdoor Activities

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.

Required readings: Martínková (2013). Chapter 10

Week 11

Class: Moral Problems in Outdoor Activities

Consideration of moral problems in outdoor activities; discussion of a case-study

Required readings: Smith and Allison (2007). Selected moral dilemmas

Week 12

Class: Final Review

Final review, Discussion on chosen topics,

Final Test, Final presentations

Week 13

Class: Final Exam

Final presentations

End-of-course discussion

Course Materials

Readings

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. JAEOL,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. *JAEOL*, 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.