

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Social Sciences		
ACADEMIC UNIT	Department of Sociology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ΙΣΤΚ383	SEMESTER	6 th and over
COURSE TITLE	Social history of gymnastics and sports: nation, gender class		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Skills Development (SEMINAR)		
PREREQUISITE COURSES:	Social History (ΙΣΤΚ120) Social History: the Greek Modernity (ΙΣΤΚ218) Sociology of the Body (ΥΓΑΚ210) Sociology of Sports (ΑΘΛΑΚ214) or Sociology of Leisure (ΕΛΕΚ215)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Knowledge abilities

Upon successfully completing this course, students are expected to:

- Be familiar with the historicity of physical exercise in general, and of gymnastics and sports in particular; activities, which are often perceived as primarily 'natural' and thus taken for granted.
- Acquire specialized knowledge of the radical differences between pre-modern forms of bodily culture—such as the athletic practices of ancient Greece and Rome, or medieval

games—and what we practice and understand as 'physical education,' 'gymnastics,' and 'sports' in contemporary societies.

- Develop a historical and sociological understanding of the formation of the modern forms of physical culture mentioned above, emerging initially in Western European societies and subsequently spreading more broadly across the world; this includes understanding how and why these forms have come to dominate leisure activities, mass culture, and the society of the spectacle today.
- Understand how traditional and violent physical confrontations have been transformed into 'civilized' and highly regulated practices of 'fair play' and 'record-breaking,' evolving in parallel with major transformations in other spheres—such as the emergence of the centralized state (which monopolizes the exercise of 'legitimate' violence), the development of parliamentary government, and the industrial revolution.
- Understand how the development of physical education and sports is closely linked to modern categories of identity and social distinction, such as social class, nation, gender, race, and age.
- Be familiar with the fundamental research approaches and interpretive schemes currently used in the social sciences in general, and socio-cultural history in particular, to study the multidimensional phenomenon of sport, which is deeply intertwined with what we call 'modernity'.

Skills – specific abilities:

Upon successful completion of this course, students are expected to be able to:

- Develop critical thinking about the phenomenon of sport, maintaining a critical distance from the idealizations and mythologizations produced within the athletic field, which obscure sport's structural relationship to the social problems, contradictions, and conflicts of the societies in which it emerged.
- Reflect on the social, political, and economic contexts surrounding the genesis of modern organized sports, particularly their emphasis on competitive values such as “surpassing oneself,” measurement, quantification, and the pursuit of records.
- Discern the methodological and theoretical issues involved in the historically and sociologically documented functions of gymnastics and sports as arenas of symbolic distinction and confrontation between diverse identities, and as expressions of social and cultural hierarchies—e.g., based on class, ethnicity, gender, race, etc.—in order to critically understand how the field of sports can foster nationalistic, xenophobic, sexist, or racist behaviors.
- Recognize the historically privileged relationship between modern sport and male sociality, as well as models of “hegemonic masculinity,” and thus understand the historically gendered nature of sports—particularly in competitive, high-performance contexts, where women's access has long been subject to prohibitions and restrictions—in order to critically analyze contemporary forms of gender discrimination in sport.
- Collect, analyze, and interpret empirical data for the historical and sociological study of sport and physical education.
- Develop interdisciplinary skills for the study of physical exercise practices, with particular emphasis on gymnastics and sports.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment

Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking
.....

<i>Production of new research ideas</i>	<i>Others...</i>
<p>The course contributes to the development of the following competences and sensitivities:</p> <ul style="list-style-type: none"> • Searching, analyzing, and synthesizing data and information • Working independently • Working in a team • Exercising critical and self-critical thinking • Promoting free, creative, and inductive thinking • Working in an interdisciplinary environment • Generating new research ideas • Project planning and management • Respect for diversity and multiculturalism • Demonstrating social, professional, and ethical responsibility and sensitivity to gender issues 	

(3) SYLLABUS

Course Overview: This seminar explores the social and cultural history of gymnastics and sports as a lens through which to examine key aspects of modernity. We will investigate how the emergence of these modern forms of bodily culture—‘civilized,’ organized, specialized, and highly regulated—are historically linked to broader historical developments and transformations, such as: the rise of industrial society; the emergence of the bourgeoisie and middle-class values; nationalism and the formation of the nation-state, including representative and constitutional systems of governance; the development of mass culture; and the spread of modern ideals such as health, physical vigor, the “body-as-machine,” the rational management of population and human bodies, i.e., biopolitics. Within this historical-sociological framework, particular emphasis will be placed on how gymnastics and sports have functioned both as expressions of collective identities and as arenas for social divisions and hierarchies—especially along the lines of class, nation, and gender.

Course Requirements: Students will select case studies to research, present orally during the semester, and submit in written form at the end of the seminar. These projects will allow students to explore gymnastics and sports as historically evolving, multidimensional cultural phenomena.

Course Topics (indicatively):

1. Introductory Issues: Understanding the object and perspective of the course

1a. *What does the social history of physical exercise and competitive sport study—and how?:* Critical reflections on the scope of the course; introduction to basic assumptions and key concepts. **1b. *The Social Sciences and the Phenomenon of Sport:*** A historical overview of the longstanding neglect of embodied practices—and sport in particular—within the social sciences; discussion of the reasons behind this indifference, including the “naturalization” of sport and its epistemological implications – The emergence of sport as a distinct and legitimate object of historical and sociological inquiry: early contributions from historians, sociologists, and anthropologists – Introduction to sport as a “sociological problem” and first engagement with Norbert Elias’s theory of the “civilizing process.”

2. The historicity of athletics, physical confrontations, and physical exercise

2a. *Deconstructing the “naturalness” and “timelessness” of sports:* the radical differences

between the ancient Olympic Games and the characteristics of modern competitive sports; the contemporary "Olympic myth" of the "revival" of Ancient Greek athletics – From pre-modern (medieval) games to modern sports: a process of rupture rather than smooth historical continuity – Refuting the perception of the timelessness and intercultural character of "sportive" games.

2b. *The historical formation of modern gymnastics and competitive team games in Western Europe (c. 1700–1880):* Factual data and interpretative approaches – The "sociogenesis" of sport in Britain in the 18th and early 19th centuries, or the "sportization" of traditional physical contests of the aristocracy and popular games – The emergence of "physical education" in the 18th century: an Enlightenment concept, a modern practice, and a bourgeois hygienist ideal in continental Europe – "Freedom, equality, health": bourgeois criticism of the *Ancien Régime* and the importance of physical education – Gymnastics, nationalism, liberalism, and masculinity: the Europe of nations and the training of the future citizen-patriot/soldier (the paradigms of France and Germany); the importance of gymnastics and sport in the construction of "hegemonic masculinities" in 19th-century Europe – The state as educator: the gradual integration of gymnastics into national education systems; the gendered character of physical education.

3. Discussion of key contributions in historicizing gymnastics and "sport"

3a. *The "sportization" of traditional physical games in relation to modern transformations in other fields:* Different interpretative frameworks, and related key concepts; discussion of some of these concepts broadly used as analytical tools in socio-cultural history of sport: "civilizing process" and "configurations" (N. Elias & E. Dunning); "biopolitics" (M. Foucault); industrial capitalism, "alienation," and "mass culture" (Marxist/neomaxist criticism); "field," "habitus," "distinction" (P. Bourdieu); "invented tradition" (E. Hobsbawm) – Approaches to sport, in relation to nationalism, colonialism and liberalism: the example of English elite and male "public schools"; Christian sportive masculinities or the "muscular Christianity" – Feminist critique and the introduction of gender into the analysis of bodily culture practices – Youth, sexuality control and physical exercise: a historically close relationship.

3b. *The sport phenomenon in the developing industrial world (late 19th and 20th century):* The spread of sports in the colonies: colonialism and sport from the perspective of postcolonial studies – Social diffusion: "working-class" sports, "women's" sports, and relational approaches to class and gender in the history of sport – Further bureaucratization, standardization, internationalization, and professionalization of high-performance competitive sports; the example of the modern Olympic Games from critical historical and sociological perspectives – The process of sportization of leisure practices – Sport as spectacle and media object in contemporary societies – Sport and disability: discussing the history of Paralympic Games – Sport and new forms of physical and symbolic violence: a critical discussion of the "civilizing process" hypothesis – Contemporary feminist and queer approaches to the history and sociology of bodily culture and competitive sport.

4. Gymnastics, sports, and bodily culture in Greek society (19th and 20th centuries)

The 19th-century ethnocentric narrative of the "continuity" of the Greek nation through physical exercise – Within the field of sport, formation of a positivist and descriptive narrative focusing on sporting events and institutions, athletic achievements and the male athlete-hero – The emergence of a social and cultural history of sports within the Greek academic context (from the 1990s onwards): examples of contemporary historiographical approaches and research findings.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Support of learning procedure and communication with students via online learning platform “e-learn”	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures - Discussions	39
	Analysis of bibliography	26
	Oral presentation	25
	Independent study and essay writing	60
	Course total	150
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<i>Language of evaluation: Greek</i> <i>Evaluation procedure: Evaluation of Student Performance (Total: 100%)</i> <ol style="list-style-type: none"> 1. Participation in classroom discussions of scholarly texts – 10% 2. Oral presentation on a selected topic – 20% 3. Research and written assignment on a chosen topic – 70% 	

(5) ATTACHED BIBLIOGRAPHY

<p><i>- Suggested bibliography:</i></p> <p><i>This list includes (indicatively) both historical researches in European or Western bodily culture and sport and works discussing theoretical and methodological issues in the study of sport in historiography and sociology.</i></p> <p><i>- An asterisk (*) indicates that a Greek translation of the work is available.</i></p> <p><i>- Studies originally written in Greek are listed with their titles translated into English, followed by the note: (in Greek).</i></p> <p>Baillet, Frédéric and Jean-Marie Brohm (eds.). 1995. <i>Critique de la modernité sportive</i>, Paris : Les Editions de la Passion</p> <p>Bandy, Susan, Annette R. Hoffman, Arnd Krüger (eds.). 2008. <i>Gender, Body and Sport in Historical and Transnational Perspectives</i>, Hamburg : Verlag Dr Kovac</p> <p>Berthaud, Ginette, Jean-Marie Brohm, et al. 1972. <i>Sport, Culture et Répression</i>, Paris: Maspero*</p> <p>Bourdieu, Pierre. 1980. “Comment peut-on être sportif?”. In P. Bourdieu, <i>Questions de Sociologie</i>, Paris : Minuit, 173-95</p> <p>Brohm, Jean-Marie. 1981. <i>Le mythe olympique</i>, Paris: Christian Bourgeois</p> <p>_____. 1993. <i>Les meutes sportives. Critique de la domination</i>, L’Harmattan</p> <p>_____. 2001. “La théorie critique du sport : De Partisans à Quel Corps ? ». In Cécile Collinet (επιμ.), <i>Education physique et sciences. Epistémologie, histoire, sociologie</i>, Paris: PUF, 135-48.</p> <p>Cahn, Susan K. 1994. <i>Coming on Strong: Gender and Sexuality in Twentieth-Century Women’s Sport</i>. Cambridge - Massachusetts: Harvard University Press</p>

Διεργασία 4. Εσωτερική Αξιολόγηση
Αναμόρφωση του Προγράμματος Προπτυχιακών Σπουδών
Υπόδειγμα Β5 ΑΔΙΠ

- Coakley, Jay. 2017. *Sports in Society. Issues and Controversies*, Colorado: McGraw Hill- Education (12th ed.)
- Cooky, Cheryl and Michael A. Messner (eds.). 2018. *No Slam Dunk. Gender, Sport and the Unevenness of Social Change*. New Jersey – London: Rutgers University Press
- Dunning, Eric and Chris Rojek (eds.). 1992. *Sport and Leisure in the Civilizing Process: Critique and Counter-critique*, Toronto: University of Toronto Press
- Elias, Norbert and Eric Dunning. 1986. *Quest for Excitement, Sport and Leisure in the Civilizing Process*, London: Blackwell*
- Escriva, Jean-Pierre and Henri Vaugrand (eds.). 1996. *L'Opium Sportif. La critique radicale du sport de l'extrême gauche à Quel Corps?* Paris : L'Harmattan
- Fournaraki, Eleni. 2004. "One text, one story: on the French trend of the 'critical theory of sport'," *Synchrone Themata*, 85 (July 2004): 34-41 (Special Theme: "Sport", edited by: Dimitra Makrynioti and Antonis Astrinakis) **(in Greek)**
- _____. 2004. «Genre et éducation physique en Grèce du XIX^e siècle : aspects idéologiques d'un nouveau champ pédagogique (1850-1900)», *Etudes Balkaniques – Cahiers Pierre Belon* 11 : 93-124 (Special Issue : «Le sport dans le Sud-Est Européen», edited by Etienne Roland).
- _____. 2011. "Bodies that Differ: Mid- and Upper-Class Women and the Quest for 'Greekness' in Female Bodily Culture (1896-1940)". In E. Fournaraki and Z. Papakonstantinou (eds), *Sport, Bodily Culture and Classical Antiquity in Modern Greece*. London - N. York: Routledge, 49-85.
- Fournaraki, Eleni and Zinon Papakonstantinou. 2011. *Sport, Bodily Culture and Classical Antiquity in Modern Greece*, London – N. York: Routledge
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- _____. 1994. *Games and Empires: Modern Sport and Cultural Imperialism*. N. York: Columbia University Press
- Hargreaves, Jennifer. 1994. *Sporting Females. Critical Issues in the History and Sociology of Women's Sport*. London – N. York: Routledge
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- Hargreaves, Jennifer and Patricia Vertinsky (eds.). 2007. *Physical Culture, Power and the Body*. London – N. York: Routledge
- Kitroeff, Alexander. 2004. *Wrestling with the Ancients: Modern Greek Identity and the Olympics*. N. York: Greekworks
- Koulouri, Christina. *Sport et société bourgeoise: Les associations sportives en Grèce 1870–1922*. Paris: L'Harmattan, 2000 [first published in Greek, 1997]*
- _____. (ed.). 2004. *Athens, Olympic City, 1896-1906*. Athens: International Olympic Academy [in Greek too]*
- _____. 2015. "The history of Greek sport: Sports, physical education and the Olympic Games". In Y. Zaimakis and E. Fournaraki (eds.), *Society and Sport in Greece: Sociological and Historical Perspectives*. Athens: Alexandria Publications, 43-87 **(in Greek)**.
- Mangan, J.A. 1981. *Athleticism in the Victorian and Edwardian Public School: The Emergence and Consolidation of an Educational Ideology*. Cambridge: Cambridge University Press.
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- Messner, Michael A. and Donald F. Sabo (eds.). 1990. *Sport, Men and the Gender Order: Critical Feminist Perspectives*, Champaign, Illinois: Human Kinetics Books
- Messner, Michael A. and Donald F. Sabo (eds.). 1994. *Sex, Violence and Power in Sports: Rethinking Masculinity*, California: Crossing Press
- Park, Roberta J. and Patricia Vertinsky (eds.). 2011. *Women, Sport, Society: Further Reflections – Re-Affirming Mary Wollstonecraft*, London – N. York: Routledge
- Rauch, Andrée. 1983. *Le souci du corps : Histoire de l'hygiène en éducation physique*. Paris : PUF
- Terret, Thierry, et al (eds.). 2005. *Sport et Genre*, Paris : L'Harmattan, 2005, 4 vol.
- Toffoletti, Kim (ed.). 2010. «Gender, Sport and the Olympics». Special Issue: *Thirdspace: A Journal of Feminist Theory and Culture* 9/2
- Tranter, Neil. 1998. *Sport, Economy and Society in Britain 1750-1914*. Cambridge: Cambridge University Press
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- Zaimakis, Yiannis. 2010. *Ergotelis 1929-2009: Mosaics of the athletic and social history of a progressive club*. Athens: Alexandria **(in Greek)**
- Zaimakis, Yiannis and Eleni Fournaraki (eds.), *Society and Sport in Greece: Sociological and Historical Perspectives*. Athens: Alexandria Publications **(in Greek)**

- Related academic journals:

Athens Journal of Sport
European Journal of Sports & Exercise Science
International Journal of the History of Sport
Journal of Sport Sciences
Journal of Sport History
Sport and Social Sciences (in Greek)
Sport and Society
Sport, Education and Society