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Société Internationale d'Histoire de l'éducation physique et du sport  
Internationale Gesellschaft für Geschichte des Leibeserziehung und des Sports

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# ISHPES news

## 1. President's news

### Dear ISHPES members,

I am pleased to tell you that this coming summer we will have the opportunity to organize our 10<sup>th</sup> ISHPES Congress. Being a joint congress with the International Sport Sociology Association (ISSA) this will be an event of special importance. We already thank the organizers for their wonderful work and want to invite as many of our members as possible to come to Copenhagen for a fruitful scholarly discussion. You can find more information in the following.

Thierry Terret

### ISHPES/ISSA Congress in Copenhagen from July 31-August 5, 2007

The joint World Congress of the International Society for the History of Physical Education and Sport (ISHPES) and the International Sociology of Sport Association (ISSA), entitled "Sport in a Global World: Past, Present and Future", is to be held in Copenhagen, Denmark from 31 July to 5 August 2007. It aims at international cooperation and scientific multidisciplinary.

### *Aim and theme of the congress*

Sport can be interpreted as both the motor and the product of globalisation. It is the largest international movement, and its principal events – such as the Olympic Games – are celebrated worldwide. Global audiences, transnational sports fans and fashions, the commodification of sport and its heroes, the permeability of borders for sports practices, the transfer of athletes – all these factors have decisively changed the face of sport, cultures and societies. But sport also plays a central role in socialisation, recreation, health and well-being, which are increasingly endangered

by the effects of globalisation. At the same time, sport still has culturally specific structures and meanings, and it is interrelated with gender, class and race. Thus, with its common language sport can serve, on the one hand, as a bridge between different groups, countries and cultures. On the other hand, especially top-level sport can also be used as a political instrument, creating tensions, increasing conflicts and fostering nationalism.

The congress will focus on the historical development of global sport, as well as on the interrelations between sport, ideologies and politics; it will explore its impact on people, cities, cultures and countries; it will connect past, present and future; and it will integrate perspectives of gender, race and class in all topics.

### *Main topics*

- Sport and globalisation - processes, causes and effects
- Sport ideologies and practices in various societies
- Media and media sports
- Global sport and its impact on gender, race and social class
- Sport and the transformation of spaces, cities and countries
- Body and movement cultures in a changing world
- Hegemonic sport discourses and local/regional resistance
- The past, present and future of mega sport events and the Olympic Games

The deadline for abstract submission has been prolonged. It is now February 28, 2007. The official language will be English, however ISHPES can organize sessions in German and French as well.

More information can be found under <http://www.ifi.ku.dk/ifi/side1313.asp?topic=344>

### **Chers membres de l'ISHPES,**

Je suis heureux de vous annoncer qu'à l'été prochain, nous aurons l'opportunité d'organiser notre 10<sup>ème</sup> congrès. S'agissant d'un congrès conjoint avec l'International Sport Sociology Association (ISSA), il sera de toute première importance. D'ores et déjà, nous pouvons remercier les organisateurs pour leur remarquable travail et nous invitons autant de membres que possible à se rendre à Copenhague pour des échanges scientifiques fructueux. Vous pouvez trouver plus d'information plus loin.

Thierry Terret

### **Congrès de l'ISHPES/ISSA à Copenhague, du 31 juillet au 5 août 2007**

Le congrès mondial conjoint de la Société Internationale pour l'Histoire de l'Education Physique et du Sport (ISHPES) et de l'Association Internationale de Sociologie du Sport (ISSA), se tiendra à Copenhague, Danemark, sur le thème « Le sport dans un monde globalisé: passé, présent et futur », du 31 juillet au 5 août 2007. Il vise à développer la coopération internationale et l'interdisciplinarité.

#### *Objectif et thèmes du congrès*

Le sport peut être interprété à la fois comme un responsable et un produit de la mondialisation. Il est le plus large mouvement international et ses principales manifestations – comme les Jeux Olympiques – sont célèbres dans le monde entier. L'audience mondiale, les modes et supporters sportifs transnationaux, la marchandisation du sport et de ses héros, la perméabilité des frontières de la pratique sportive, le transfert des athlètes, tous ces facteurs ont modifié radicalement la forme du sport, de la culture et des sociétés. Mais

le sport peut aussi jouer un rôle central dans la socialisation, le loisir, la santé et le bien-être, qui sont de plus en plus affectés par les effets de la mondialisation. Simultanément, le sport possède toujours des structures et des significations culturellement spécifiques et il est en lien avec les catégories de genre, de classes et de race. Ainsi, avec son langage commun, le sport peut servir, d'une part, comme pont entre différents groupes, pays ou cultures, d'autre part comme instrument politique générateur de tensions, accroissant les conflits et promouvant le nationalisme.

Le congrès sera centré sur le développement historique du sport mondial, ainsi que sur les relations qu'il entretient avec les idéologies et la politique. Il explorera son impact sur les personnes, les cités, les cultures et les pays. Il reliera le passé, le présent et le futur et intégrera les perspectives de genre, de race et de classe dans tous les sujets.

#### *Thèmes principaux*

- Sport et mondialisation - processus, causes et effets
- Pratiques et idéologies sportives idéologies dans diverses sociétés
- Media et sports médiatiques
- L'impact du sport mondial sur le genre, la race et la classe sociale
- Le sport et la transformation des espaces, des villes et des pays
- Le corps et les cultures du mouvement dans un monde changeant
- Les discours hégémoniques sur le sport et les résistances locales et régionales
- Le passé, le présent et le futur des grandes manifestations sportives et des Jeux Olympiques

La date limite d'envoi des résumés a été prolongée au 28 février 2007. Le langage

officiel est l'anglais, mais l'ISHPES peut organiser des sessions en Allemand et en Français. Pour plus d'informations, voir <http://www.ifi.ku.dk/ifi/side1313.asp?topic=344>

### **Liebe ISHPES Mitglieder,**

Es freut mich Ihnen mitteilen zu können, dass wir in diesem Sommer unseren 10. ISHPES Kongress durchführen werden. Diese Veranstaltung wird zusammen mit der Internationalen Vereinigung für Sportsoziologie (ISSA) durchgeführt und ist von besonderer Bedeutung. Wir danken schon jetzt den Organisatoren für ihre hervorragende Arbeit im Vorfeld und möchten so viele Mitglieder wie möglich nach Kopenhagen zu einer fruchtbaren wissenschaftlichen Diskussion einladen. Mehr Informationen finden Sie unten.

Thierry Terret

### **ISHPES/ISSA Kongress in Kopenhagen vom 31. July-31. August 2007**

Der gemeinsame ISHPES und ISSA Kongress mit dem Titel „Sport in einer globalen Welt: Vergangenheit, Gegenwart und Zukunft“ wird vom 31. Juli bis zum 5. August in Kopenhagen durchgeführt. Er steht für internationale Kooperation and wissenschaftliche Multidisziplinarität.

#### ***Ziel und Thema des Kongresses***

Sport kann als Motor und Produkt von Globalisierung interpretiert werden. Es ist die größte internationale Bewegung und seine wichtigsten Veranstaltungen – wie die Olympischen Spiele - werden weltweit gefeiert. Globale Zuschauer, transnationale Sportfans und Trends, Vermarktung des Sports und seiner Helden, die Öffnung der Grenzen zur Sportausübung, der Transfer von Athleten – alle diese Faktoren haben das Gesicht des Sports, der Kulturen und

Gesellschaften entscheidend verändert. Aber Sport spielt auch eine zentrale Rolle hinsichtlich Sozialisation, Erholung, Gesundheit und Wohlbefinden, die vermehrt durch die Effekte der Globalisierung in Gefahr sind. Gleichzeitig weist der Sport noch immer spezifische kulturelle Strukturen und Bedeutungen auf, und er ist in Bezug zu Geschlecht, soziale Klasse und Rasse zu setzen. So kann der Sport mit seiner allgemein verständlichen Sprache einerseits als Brücke zwischen verschiedenen Gruppen, Ländern und Kulturen gesehen werden, andererseits, kann er - insbesondere im Hochleistungssport - als politisches Instrument genutzt werden, was Spannung und Konflikte hervorruft und den Nationalismus fördert.

Der Kongress setzt seinen Fokus auf die historische Entwicklung des globalen Sports sowie die Beziehungen zwischen Sport, Ideologien und Politik. Er wird seinen Einfluss auf Menschen, Städte, Kulturen und Ländern erkunden. Darüber hinaus sollen Aspekte des Geschlechts, Rasse und Klasse in allen Themen integriert werden.

#### ***Hauptthemen***

- Sport und Globalisierung – Prozesse, Ursachen und Wirkungen
- Sportideologien und –praktiken in verschiedenen Gesellschaften
- Medien und Mediensport
- Globaler Sport und sein Einfluss auf Geschlecht, Rasse und soziale Klasse
- Sport und die Transformation von Räumen, Städten und Ländern
- Körper- und Bewegungskulturen in einer sich ändernden Welt
- Hegemonische Sportdiskurse und lokaler/regionaler Widerstand
- Die Vergangenheit, Gegenwart und Zukunft von Megasportereignissen und die Olympischen Spiele

Der Abgabetermin zur Einreichung der Abstrakts wurde auf den 28. Februar verlängert. Die offizielle Sprache ist Englisch. Es können allerdings ISHPES-Sessionen in der deutschen und französischen Sprache organisiert werden.

Mehr Informationen finden Sie unter: <http://www.ifi.ku.dk/ifi/side1313.asp?topic=344>

## 2. ISHPES Scholarly Awards– 2007-

Two awards will be presented for outstanding accomplishments in the field of sport history at the 10<sup>th</sup> World Congress of ISHPES to be held in Copenhagen, Denmark on 31 July – August 5, 2007 in conjunction with the 4<sup>th</sup> World Congress of ISSA.

### THE ISHPES AWARD

This award is presented to a sport historian who has a particular interest in and has published pioneering work on the general theme of the Congress : Sport in a Global World, Past, Present and Future. The award may also be presented as a tribute to a scholar with a life-long record of research in sport history. The prize is accompanied by a certificate and an invitation to accept the award and present the ISHPES Award Lecture at the Congress in Ljubljana.

The award winner must be a member of ISHPES. Every member of ISHPES is eligible to nominate a candidate for the award. Nominations must be submitted to Patricia Vertinsky, Chair of the Awards Committee, by March 15, 2007. Nominations must be accompanied by an account of the nominee's ISHPES affiliation as well as a list of his/her major publications in sport history. The nomination must be submitted in one of the official ISHPES languages. One candidate will be selected by the awards committee (which will be selected to accommodate ISHPES official languages), and recommended to the ISHPES executive.

### THE ISHPES JUNIOR SCHOLAR AWARD

The ISHPES junior scholar award will be presented at the same Congress in Copenhagen. It is awarded for an unpublished essay of outstanding quality in the field of sport history. Eligible scholars must be under 40 years of age when the Seminar opens. The study need not be related to the theme of the seminar. The essay must be submitted in one of the official ISHPES languages (German, English or French) and the text itself (including notes and bibliography) must not exceed 10,000 words. The main criteria for selection will be based on originality, the scientific quality of the research and the value of the study from the perspective of international sport history.

The award winner will receive free registration at the Congress and his/her paper will be published in *Stadion*. The winner, together with any other entrant whose work is recognized by the committee for its quality will receive a diploma that will be presented at an award ceremony during the Seminar. The essays must be submitted to the Chair of the Awards Committee, Patricia Vertinsky, School of Human Kinetics, University of British Columbia, Vancouver, V6T 1Z1, Canada, or preferably by email attachment, [patricia.vertinsky@ubc.ca](mailto:patricia.vertinsky@ubc.ca) before March 15, 2007.

# Reports and Announcements

## 1. 11<sup>th</sup> CESH Conference on “Sport and the Construction of Identities”, September 17-20, 2006.

This conference was organized by the Institute of Classical Archeology & Centre of Sport Sciences and University Sport (University of Vienna, Austria).

Last year's CESH Congress took place in Austria's wonderful capital Vienna. 180 participants from about 25 countries and four continents took the opportunity to attend the 11<sup>th</sup> CESH Congress. The city made an impression on the participants, as did the keynotes which were presented from international scholars from various fields of sport sciences, such as sport history and sport sociology. Among the keynotes were Thomas Alkemeyer, James R. Coates, John D. Horne, Gabriele Klein, Matthias Marschik, Catherine Morgan and Else Trangbaek. The speakers' topics were introductions to the conference theme from different aspects as well as to the following conference panels: popular culture, socialisation, corporeality, gender, ethnic

self-definition, religion, nationality and theory.

Due to the fact that the main organizers were archaeologists, the conference took place in the Institute of Archaeology, which also had organized a special exhibition on the topic “Stadien – Siege – Skandale. Sport im Wandel der Zeiten”. Due to this archaeological link more sessions than usual focused on sport in antiquity.

The highlights of the congress certainly was the *Horst Ueberhorst Honorary Address* given by Ingomar Weiler “Homo Ludens und agonaler Grieche – Überlegungen zu einer Typologie des Sports” and the Congress Dinner in the impressive *Großer Festsaal* of the University of Vienna. That evening, five young scholar awards were presented to promising young sport historians.

Annette R. Hofmann

## 2. Second Meeting of Transnational Scholars for the Study of Gender and Sport Semmelweis University, Institute of Coaching and Sport Education Budapest, Hungary. December 8-10, 2006.

After a successful meeting at the Copenhagen Physical Education Department in 2005, Susan Bandy and Katalin Szikora volunteered to organize a succeeding symposium to discuss research on gender and sport and women in the world of sports and further to establish an international network among researchers in these fields. The general goals of the group include the mentoring of young scholars from diverse cultures who have an interest in gender and sport and women and sport as well as the on-going development of a

network of scholars with transnational and transdisciplinary perspectives.

In December, 2006, approximately 16 women from 9 European countries, Japan, the United States, and Morocco convened for a meeting in Budapest. During three days a variety of research projects from different fields were introduced and discussed intensely. The program was comprised of the following papers: Gigliola Gori's “Italian Female Courtiers and their Bodily Education through Dances in the 15<sup>th</sup> and 16<sup>th</sup> centuries”, Miho Koishiara's “Athlete's

Bodies in the Literature for Young Adults in Japan”, Manuela Hasse’s “Women and Sport, a Political Issue: The Portuguese experience (2001-2004)”, Jorid Hovden’s “Leadership Discourse and Images of Female Leadership in Sport Organizations”, Gertrud Pfister’s “Are the Women to Blame or the Organisations? Gender and Leadership in Sport Organisations from the Perspective of (former) Leaders”, Annette Hofmann’s “‘The Illness of the Other’: The Role of the Body and Physical Activity in the Lives of Breast Cancer Survivors”, Eeva-Lissa Ervasti’s “The Use of Drama in Supporting Scheme in the Rehabilitation Process”, Kirsti Pedersen Gurholt’s “Embodied Identities: A Critical Analysis of Dance and Gender within Physical Education”, Martha Saavedra’s “Dilemma and

Opportunities in Gender, Sport and Development”, Fatima Elfaquir’s “Narratives of Sporting Experiences in North Africa”, and, last but not least, Susan Bandy’s “The Depiction and Characterization of Women as Athletes in Contemporary Sports Films”. The scientific work was accompanied by a wonderful social program which included the beautiful sights of Budapest and wonderful Hungarian food.

Next year’s conference will be organized by Gigliola Gori at the University of Urbino in Italy from November 30-December 2, 2007. For all those who are interested please contact Gigliola Gori ([gigliola.gori@virgilio.it](mailto:gigliola.gori@virgilio.it))

Annette R. Hofmann

### 3. NASSH, 35<sup>th</sup> Annual Conference in Lubbock, Texas on May 25-28, 2007.

There will be two keynotes this year: the Seward Staley Honor Address and the Howell & Howell Honor Address, as well as the Graduate Student Essay Lecture. There is a Texas barbecue scheduled for Saturday along with a trip to Wayland Baptist.

Following tradition, there will be a festive banquet on Monday evening to end the conference. It looks to be a terrific conference with some excellent presen-

tations! Registration forms are currently available at [www.nassh.org](http://www.nassh.org). Graduate students who are presenting a paper can receive funding from the Roberta Park Student Travel Endowment and should email President-Elect Stephen Wenn for more information at [swenn@wlu.edu](mailto:swenn@wlu.edu). Early bird registration ends on March 15 – so don’t delay!

See you in Texas!

### 4. “Men sana in corpore sano“ : Gymnastik, Turnen, Spiel und Sport als Gegenstand der Bildungspolitik vom 18. bis zum 21. Jahrhundert (7./8. Juni 2007)

Jahrestagung der Sektion Sportgeschichte der Deutschen Vereinigung für Sportwissenschaft (dvs) am 7./8. Juni 2007 in Frankfurt am Main (Landessportbund Hessen) in Kooperation mit dem Arbeitskreis „Sport und Geschichte“ beim Landessportbund Hessen und der Deutschen Arbeitsgemeinschaft von

Sportmuseen, Sportarchiven und Sportsammlungen e.V. (DAGS).

Anmeldung per email an: [ausbildung@lsbh.de](mailto:ausbildung@lsbh.de). Nähere Informationen bekommen sie beim Vorstand der Sektion Sportgeschichte des dvs, Prof. Dr. Michael Krüger ([mkrueger@uni-muenster.de](mailto:mkrueger@uni-muenster.de))

### 5. Australian Society for Sports History, *Sporting Traditions XVI*, 27-30 June 2007.



This biennial conference of the Australian Society for Sports History will be held at the Rydges Lakeside Conference Centre, Canberra.

For full details see:

<http://hds.canberra.edu.au/assh/index.html>

A warm welcome to everyone to join us in the national capital for *Sporting Traditions XVI*. The tripartite theme for this conference is 'Conceiving, locating, and narrating sports history'. These three verbs are, arguably, central to the craft of sports history today. *Sporting Traditions XVI* provides a welcome opportunity to debate recent developments in sports history methods, theories and research paradigms.

The event will mark the 30th anniversary of *Sporting Traditions* conferences, which began in Sydney in 1977. It is timely, therefore, to reflect on how the sub-discipline of sports history has evolved. In that regard, *Sporting Traditions XVI* intends to showcase some of the most innovative and reflective research in academic sports history.

### 6. 18th International Cycling History Conference (ICHC) in Tampere /Finland, August 1-4, 2007.

The Finnish veteran cycle association Vanhat Velot invites cycling historians, professional researchers and cycling enthusiasts to come to Tampere/Finland and attend the 18<sup>th</sup> International Cycling History Conference ([www.cycling-history.org](http://www.cycling-history.org))

Deadline for abstracts is March 31<sup>st</sup>, 2007.

#### Keynote speakers:

Professor Allen Guttmann  
(Amherst College, Massachusetts USA)

Professor Susan Birrell (University of Iowa, USA)

Dr Murray Phillips (University of Queensland, Australia)

**Abstracts:** 250 words to be sent to [SportingTraditions@canberra.edu.au](mailto:SportingTraditions@canberra.edu.au)

#### Registration:

ASSH Members (early bird) A\$360

ASSH Members (normal) A\$400

Students A\$215

Lunch, morning and afternoon teas free with registration

**Conf. Dinner:** ANU House A\$75  
(speaker: Prof Colin Tatz)

Centre for Sports Studies, University of Canberra and ASSH ACT.

Special rates available from Rydges Lakeside

**For details of registration options, accommodation venues, submission of abstracts, and indicative program, see:** <http://hds.canberra.edu.au/assh/index.html>

Tara Magdalinski

Presentation suggestions written in English with the title of the presentation, name and full contact information of the contributor, and an abstract not exceeding 300 words should be submitted by both e-mail and post to the following addresses. The conference language is English. Please send the suggestions to (or for further information):

Vanhat Velotry

Lindforsinkatu 10 B 20  
33720 Tampere  
Finland

[mikko.kylliainen@helimaki.fi](mailto:mikko.kylliainen@helimaki.fi)  
[markku.lahtinen@kangasala.fi](mailto:markku.lahtinen@kangasala.fi)

Participation fee is Euro 200,-. The fee covers the lectures and sessions, entrance to museum centre Vapriikki, opening ceremony, guided walk tour,

Finnish night, reception, conference dinner with boat trip and coffee service once a day during the conference.

Conference venue is the Museum Centre Vapriikki which hosts the collection of six museums under the same roof and presents the local history, especially the development and industrial history of Tampere ([www.tampere.fi/vapriikki](http://www.tampere.fi/vapriikki)).

### **7. The European Committee for Sports History (CESH), 12<sup>th</sup> Annual Conference, September 20-22, 2007, France.**

#### **FIRST CALL FOR PAPERS : “Sport and the Arts: Construction and reality”**

The twelfth International Congress of The European Committee for Sports History (CESH) will be hosted by the faculty of humanities, at University of Southern Brittany, FRANCE, in September 2007.

Both established and emerging scholars are invited to engage in an interdisciplinary reflection on the use of artistic representations and/or performances as source material as well as on the type of “reality” such artistic “constructions” mediate, in a critical, diachronic, possibly dialectical and cross-community perspective.

Submissions are welcome from all relevant disciplines in any European

language. Anyone wishing to submit a twenty minute paper for consideration is invited to send a 200-word abstract to [congress2007@cesh.eu](mailto:congress2007@cesh.eu) by April, 30<sup>th</sup> 2007.

Further information about the topic, deadlines, price, location, accommodation, etc... may be obtained from <http://www.univ-ubs.fr/CESH2007>, which is being updated daily (should there be any information you may not be able to access, please do forward your questions to myself at the above-mentioned address, and allow a few days for the reply...).

Laurent Daniel.

## **Teaching**

### **1. Innovations in Teaching Sport History**

A current trend in American physical education teacher preparation programs is to offer combined courses of history and philosophy (as well as combining sport and physical education). Not all programs require a history course of their majors. Furthermore, not all history courses are taught by historians. Moreover, with new opportunities to attend and complete courses on-line, methods of delivery have expanded. These factors all

contribute to the consumptive practices of history by students and their acquired skills in understanding historical knowledge and methodology. Moreover, there is an ongoing need for faculty to update and revise their sport history courses. This need arises from both internal and external sources. At the internal level, faculty are interested in including the results of the latest research in their teaching. Additionally, after teaching a course every

semester for several years, change is critical to keeping faculty, and student, interest. Externally, faculty are reviewed in both formal and informal manners. On the formal level, our students conduct end of the semester evaluations of our courses that have an impact on the retention and tenure of new faculty. Informally, however, this evaluation comes via the number of students who sign up for our courses when they are given a choice. In the United States in particular, sport history courses are increasingly marginalized in Kinesiology programs. Students are told they do not have to take such a course or they are given a choice among sport history and a list of several other Sport Studies-type courses; sometimes the only “history” students receive about sport or physical education is during few weeks of an “Introductory” course. Thus, keeping your course up-to-date and interesting has now entered the equation for many sport history faculty. This paper will examine three different approaches to confronting the issue of innovation in teaching sport history.

Simply taking a history course does not translate into students thinking historically (Wineburg and Fournier, cited in Tamura, 2003, p. 80). It is critical to immerse students into the “mindset and methodology of the discipline” to help encourage the act of thinking historically (Tamura, 2003, p. 80). Wineburg and Leinhardt (cited in Tamura, 2003, p. 80) consider thinking historically to be an “epistemic activity” and concur that one can know a lot of historical facts, but not thinking historical facts. According to Carpenter (2003, p. 37), teachers teach methods as well as content, whether they realize it or not. Thus, teachers should teach methods explicitly to help students learn the proper process and to help them discern between plagiarism and thinking. Olwell (2002, p. 22) wonders how to “tell students who are used to history as names and dates that in some cases historical questions do not have only one correct

answer. Citing evidence that “more effective teachers ask more questions and elicit greater and more successful participation from their students than do less effective teachers,” Pennell (2000, p. 25) reminds us the traditional lecture method “continues to be the primary presentation method used by history teachers at both the secondary and post-secondary levels.” Sport historian, Martin Johnes (2004, p. 50) explains that “engaging students with the research process within the context of more traditional teaching also allows students to further engage with the constructed nature of knowledge. They are encouraged to see how what we know is based not upon what was important in the past, but rather the questions we ask about it.”

### **So much history, so little time: Teaching the Historical Foundations of Kinesiology**

Despite the perception that teaching history is easier than producing historical scholarship (Sherry 1994, p. 1053), teaching history to non-majors, coupled with a narrow window of time to cover “the history” of physical education, sport, and physical activity, provides a major challenge for many instructors who are asked to include history as one part of a broader course. In response to Alan Booth’s (2004, p. 262) call to “forge stronger national, and international, networks of historians interested in the serious discussion of pedagogic issues and disseminating good practices and innovations,” this section will demonstrate how a group history project provides an active-learning experience, in addition to fostering student integration into the campus community with the goal of increased student retention and success. Born out of the challenge to teach history to non-majors, within a multipurpose course intended to provide the foundations of, and an orientation to, the field of kinesiology, the group project assignment serves numerous functions, not the least of

which is introduce students to 20<sup>th</sup> century history of sport and physical education. The group project provides an active-learning experience, in addition to fostering student integration into the campus community with the goal of increased student retention and success.

For this project, students are given the opportunity to explore the history of physical education, athletics and recreation at Boise State University, as well as national and international trends in these areas. Students are divided into small groups and are assigned a time period to research. Our university dates back to 1932, so the scope of the project is quite manageable. Each group must write a paper that covers these subjects and also share their findings with the rest of the class through a classroom presentation and a one-page handout. Additional required elements include reviewing newspaper sport pages and professional journal articles published in their time period. As a class, students decide on the criteria that will be used to grade the presentations. We discuss what should be included in the presentation, such as content, organization, etc, and then vote on the top five criteria. The student audience rates each presentation based on the established criteria and must also provide at least one written comment. These scores and comments are typed up and distributed to the group members. Pedagogically, this exercise offers an educational opportunity to become oriented to academic expectations for class presentations, and it offers students ownership and responsibility for the content that they will research and eventually convey to me and more importantly, it seems, to their classmates.

So how does this project help me to meet the challenges of teaching history in this two-credit hour “intro” course? Student feedback indicates that the top three beneficial aspects of this project are history/content, research skills, and teamwork. Students report on a broad

range of history, they are enthusiastic about their research efforts and findings, they build relationships with their classmates and feel more connected to the university, and finally, they find creative ways to illustrate the value of history to their classmates.

### **Teaching New Dogs Old Tricks – Research Methods in Sport and Physical Education History**

Using primary documents to introduce students to events in history, as well as methods to “discover” history, is certainly nothing new. Often, the final product of such assignments is a paper that is written by the student and read by the instructor. However, as more universities combine multiple courses, in my case a history and philosophy of physical education and sport, projects require more direction to help meet the criteria of the course. Equally important, as student become increasingly more interested in “how can I use this later?” and “I need to be entertained” criteria of their own, with minor changes and major guidance, history projects can provide both the opportunity to learn the materials and increase their enjoyment of the subject matter. This section will discuss different assignments which utilize different primary and secondary documents to help students “piece” together events and individuals in sport and physical education history. All three assignments allow for students to actively engage with the materials and to consider common themes among the three assignments and with their classmates.

In the journals project, students engage with primary sources published by the profession (i.e. *American Physical Education Review*) and introduce the student to both the profession of physical education, as well as the development of the discipline and the individuals who were instrumental to the growth of physical education as an academic field of study. Students can focus on a personal interest; for example, a student who is coaching

football may choose to examine how this activity was addressed during a selected time period of the journals. This allows the student to have both an increased understanding of the coaching profession historically, but also the opportunity to see how techniques, strategies, and the philosophies of coaching football have changed, as well as remained the same, over the course of some sixty plus years. Likewise, a student may choose to examine a specific time period, such as the 1920s, to discover the myriad of pressing issues as found in the selected journals. Their engagement with this methodological activity serves both the practical research objective, as well as the transference of knowledge objective.

With the newspaper assignment, students are assigned to read one month of the local newspaper, during a time period prior to the 1960s. The selection of the local newspaper is intended to aid in their appreciation of local history, and to make connections between the current state of sport in the capital region of California. The student must also choose an additional newspaper of their choice, such as their hometown paper, or a larger national paper. The project requires reading the front pages and sport sections of both papers for one month. The students write a paper that provides a general overview of what and how sporting activities in the newspapers were covered during the time period. They are asked to consider headlines, photographs, front pages, regional issues, gender and race issues, high school, college, and professional sport issues, as well as descriptors used, and the length of articles and sport sections. A majority of students are regular readers of contemporary sport newspapers, and with that in mind, they are also asked to make comparisons between historical and contemporary coverage of sport in America and what factors may have contributed to the ways sport has been and continues to be covered and what the coverage implies about American society.

Johnes (2004, p. 49) notes that while newspapers are an easily accessible source of sporting information, such access has led to an “over-reliance on the press for source material.” As Johnes suggests, such a criticism can be discussed in the class with the students to examine the potential dangers of relying on one set of primary data. They are encouraged to consider additional sites they would seek for other types of materials.

The final methodological inquiry is an oral history project, in which the student is required to interview an individual who is at least one generation older than themselves; this can be a faculty member, a coach, a friend, or family member. They are first asked to compile a list of questions that will provide them with a sense of the subject’s physical activity/sport participation patterns and the subsequent questions that can glean greater insight into their movement experiences. Students are encouraged to create questions that allow for open ended response and allow further probing into the subject’s sport history, such as gender and race relations in sport, access to facilities, curriculum of physical education, or family support of their activities. The student then examines their interview transcript for themes that emerge in their subject’s sport history and write a paper examining such themes. To connect students to the next step of methodology, for all three projects, students must followup by collecting secondary sources that support their initial examinations of the primary sources.

### **Teaching Hybrid and Online courses in Sport History**

The on-line learning environment has significantly impacted higher education in the 21<sup>st</sup> century. The students—many of whom were raised with computers—are drawn to on-line classes for their convenience. Administrators are attracted to the potential of freeing up valuable classroom space by moving some courses completely to the online

environment, or to the partially online or hybrid class which allows two or more courses to share the same room, at the same time. As one administrator put it, "Change is coming whether faculty like it or not. If we are not involved in shaping it, others will do it for us" (Eisenberg, 1998).

A number of courses under the heading "physical education or kinesiology" are available in an on-line format, and many more are being created. These courses range from activity classes to laboratory classes such as the Biomechanics (Crider & Teske, 1999; Malone College, 1999). Online learning in physical education has even moved into to the public schools. According to a recent story in the *New York Times*, 4500 students have enrolled in the Florida Virtual School's Personal Fitness course which meets the state's physical education requirement (Dillon, 2005).

The most comprehensive analysis of information technology in Sport History was written in 1998 by Cox and Salter. This article examined the ways in which Sport Historians could utilize the newly emerging technologies, particularly the internet, in their teaching and scholarship. In the 8 years since this was published, some of the potential changes have come to pass such as the digitizing of past editions of newspapers that are an invaluable source for sport history scholars. We have not yet attained virtual reality for our sport history students, but certainly the realities created by gaming systems such as Xbox and Playstation could potentially provide us with these types of experiences.

More recently, an alternative to completely online courses has emerged called "hybrid" courses that include a combination of online and face to face class meetings. How do hybrid courses compare to face to face and completely online classes? According to one study, which assessed student learning in hybrid settings, it was found that 87.9% successfully completed hybrid courses

while face to face and online rated 83.5% and 82.9% respectively (Sorg, Juge, & Bledsoe, 2000).

So what do you do in the online environment of a hybrid course? In one recent sport history course, I felt the text we used lacked some breadth on a number of issues in American sport history, so in the online class site for each class topic I posted a series of websites for students to review. These sites included basic campus library websites about conducting research in history, online articles about the history of horse racing and the history of the YMCA, a section of *Tom Brown's School Days*, the websites of the major sport halls of fame, primary sources held by the Library of Congress, articles from the *New York Times* and a variety of other informational websites. After they reviewed these websites the students were required to go to an online discussion area where they contributed questions and discussed their classmate's questions about the sites.

Not everyone is so positive about the possibilities of distance learning, and we should make certain to include even those individuals who disagree with the creation of online courses in kinesiology and sport history into our discussion on the creation of online classes and programs. Professor David R. Noble, for example, argues against expanding into the online environment as it is a part of the ongoing corporatization of American higher education (Young, 2000).

There are literally thousands of distance learning courses available today. Many have emerged in only the past few years. Students need to work carefully to select appropriate online coursework. Technology will continue to be a central concern of distance learning. As computing expertise moves quickly forward, educators must be poised to take advantage of progress and provide students with every opportunity to succeed in the highly volatile world of tomorrow.

## Conclusions

Dialogues related to the pedagogy and practice of sport history should be encouraged among professionals. Good teaching is often overlooked by the professional expectations to disseminate our work in the published form. Recently, scholars in sport history have begun to approach the pedagogy of the field as a topic worthy of further examination whether in the printed form or as a conference session (for one example, see Johnes, 2004, as well as the session that this piece is based upon). Such reflection is promising for our discipline.

By Shelley Lucas, Boise State University, Idaho, Ute University, Long Beach, California, USASA, Alison Wrynn, California Sta, Maureen Smith, California State University, Sacramento, California, USA

For references send an email to Maureen Smith : [smithmm@csus.edu](mailto:smithmm@csus.edu)

## 2. Thesis

### 2.1. Kai Reinhart, *Herrschaft und Widerstand im Sport der DDR.*, Fachrichtung Sportwissenschaft, Universität Münster.

In dieser Arbeit soll ein Beitrag zur theoretischen Reflexion und zur empirischen Erforschung der DDR-Geschichte geleistet werden. Weder die Theorie noch die Empirie werden in der Untersuchung lediglich als ein Mittel zum Zweck angesehen. Vielmehr haben beide Teile ihren eigenen Stellenwert: Die theoretische Reflexion stellt den Versuch dar, auf Basis der Theorie des französischen Philosophen Michel Foucault ein eigenes Verständnis für die Geschichte von Körper, Bewegung und Sport zu begründen, das über den Kontext der DDR-Forschung hinausreicht. In den empirischen Studien, in denen Zeitzeugengesprächen eine entscheidende Bedeutung zukommt, wird eine wissenschaftliche Beschreibung weitgehend unbekannter Gebiete der Sportgeschichte angestrebt, die auch unabhängig von der theoretischen Reflexion Bestand hat.

Im theoretischen Teil wird eingangs die Diskussion um totalitarismustheoretische und immanente Ansätze rekapituliert. Daran anschließend wird die Macht- und Subjekttheorie Michel Foucaults als eine neue Möglichkeit

vorge stellt, insbesondere Fragestellungen der Sportgeschichte zu untersuchen. Im empirischen Teil wird zunächst am Beispiel der Ideologie, des Sportabzeichens und des Nachwuchsleistungssports der staatlich erwünschte Sport in den Blick genommen und vor dem Hintergrund der Foucaultschen Theorie interpretiert. Dann konzentriert sich die Untersuchung auf den informellen Sport, der am Beispiel des sächsischen Bergsteigens, des Transit- bzw. UdF-Reisens und des Skateboardens untersucht und ebenfalls mit der Macht- und Subjekttheorie Foucaults interpretiert wird. Abschließend werden einige weitergehende Überlegungen angestellt, die sich aus den Erfahrungen mit der Theorie Foucaults und aus der empirischen Untersuchung der Sport-Szenen ergeben.

Trotz ihres jeweiligen Eigenwerts wird versucht, den theoretischen und den empirischen Teil nicht unverbunden nebeneinander zu stellen, sondern sie im Gegenteil Kapitel für Kapitel auseinander hervorgehen zu lassen. Der Philosoph Hans Georg Gadamer sah im Gespräch ein Modell für die Verständigung zwischen Gegenwart und Vergangenheit. In diesem

Sinne sollen hier Theorie als reflektiertes Fragen und Empirie als quellengestützte Antwort miteinander „ins Gespräch gebracht werden“. Es wird also kein fertiges Konzept an den Anfang der Untersuchung gestellt, mit dem anschließend die Geschichte analysiert wird. Vielmehr entfaltet sich die theore-

tische Perspektive und der empirische Gegenstand erst im Laufe der Arbeit, wobei sich sowohl die Perspektive als auch der Gegenstand wandeln. Im Idealfall soll der Aufbau der Arbeit einen hermeneutischen Zirkels beschreiben.

**2.2 Kulkanti Barboza: Repräsentative und symbolische Zeichen des klassischen Tanzes in Indien und in Europa: Eine interkulturelle, vergleichende Analyse des indischen bharatanatyam und des französischen Balletts. [Representative and symbolic signs of classical dance in India and in Europe: An intercultural, comparative analysis of Indian bharatanatyam and French ballet.] University of Münster, Germany.**

Dance is a body-language which is often erroneously considered as being a fast food of understanding culture and art. Being a universal phenomenon, it almost magically surmounts all possible borders of the world and imparts cultural and even religious values effortlessly.

This structural comparison of two classical dance-systems, viz Indian bharatanatyam and French ballet, is an attempt to make intercultural as well as intra-cultural understanding possible. But it indicates simultaneously that understanding a dance, a dancer or a dance-performance demands a deeper knowledge of the socio-cultural background in which the dance is situated and from which it derives its inspiration. The thesis is based on theories of ritual and symbolism and supported by biomechanical data.

It focuses on ten ‘universal’ concepts, namely the idea of space, time, body, earth, gender, power, health, action, aesthetics/expression and realization which are essential for both dance-systems in India as well as in Europe, and which reveal the inherent meanings of dance in their own socio-cultural context.

As against the common belief, both dance-systems can be described as ‘cosmic art forms’, since their main aim is to re-integrate and reinforce the transcendental order into society:

French Ballet as well as Indian bharatanatyam take place in a sacred space and at a sacred time in which Indian or Roman/Greek deities become alive: They are not just demonstrated but represented - taking the Latin word at its origin (repraesentare), signifying “to make present again”.

The entire action and expression is objective, released from any individuality and does not give space for any personal feelings and interpretations, indicated by the strong classification systems which are inevitable for any classical dancer. The formal and objective character reveals the ritual nature of traditional dance which allows dancers as well as observers to participate in the action and its socio-cosmic renewal.

In contrast to the Indian dance, French ballet changed fundamentally in the 18<sup>th</sup> century from traditional to a modern art form, emphasizing modern values like individuality, secularization, performance-orientation, performance pressure and the absolute understanding of space and time. The first steps were already initiated during the Renaissance, but especially the work of the great ballet reformer Jean-George Noverre (1727-1810) helped bid farewell to European dance tradition. In his script “Lettres sur la danse et sur les ballets” (Lyon, 1760) he focuses on the subjective expression of a dancer and

her/his individual constitution of the body. From this time onwards, the original representative, holistic art form of Renaissance/Baroque era changes to a symbolic, modern art form of the 18<sup>th</sup> century which does not have much in common with its Indian counterpart any more.

Describing and interpreting the cultural and epochal values of a dance-system should be the first step to approaching different body and movement cultures of our world and could be a beginning of understanding societies – in its moving differences and similarities.

## Books, Journals

**1.1. Hans Bonde, *Gymnastics and Politics. Niels Bukh and Male Aesthetics*. Muesum University of Copenhagen: Tusulanum Press 2006.**

Hans Bonde uses a biographical approach to introduce the Danish physical educator Niels Bukh (1880-1950), founder of the Gymnastics High School in Ollerup, to the readers as a national symbol, both in a positive and negative way. Bukh revolutionised Ling's men's gymnastics making aesthetics of the body the central aspect. The core of his system was a "dual combination of strong muscular 'masculinity' and 'feminine' rhythm and elegance in movement" (p. 35). Nils Bukh is not only an important figure in Danish sport history, during his many travels with his elite gymnasts around the world he reached international fame and was able to spread Danish Gymnastics. In some countries, such as Japan it is still practiced today.

Nils Bukh was a very critical person. He betrayed his country by collaborating with the Nazis whose nationalistic ideas and anti-Semitic beliefs he admired. He not only had many friends among them, but also had frequent exchanges with high military leaders and the Reichssportführer Von Tschammer and Osten. During the 1930s he organized displays of his gymnastic system in Germany and signed an exchange agreement with the *Deutsche Hochschule für Leibeserziehung*. The Reichssportführer was fascinated by Bukh's gymnastic system and it finally was taken up for training in the SA and SS and other organizations.

This collaboration with the Germans brought Bukh many enemies in his home country. At the end of the war he was investigated by the police and accused of political cooperation with the occupying power. Bukh was lucky, he was not severely punished and was able to rebuild his gymnastic school which had been occupied by German troops and later by German refugees.

A multimedia DVD which presents film clips about Nils Bukh and photos is included in the back of the book. It can be watched in Danish, English or Japanese. Throughout the book the reader can find the appropriate marks that refer to certain film clips. For those who read the book and parallelly watch the DVD the story is presented in a very intense way.

For his research Bonde used a lot of new written material, such as official records of Bukh's travels, newspaper articles, letters, photos and film clips from various archives. He also was able to conduct interviews with former students of Bukh's Physical Education School in Ollerup. Although from a German perspective a few points, and especially the use of secondary sources, can be criticized, the very elaborate book is an important contribution to research on Danish sport history.

It is an exciting book to read and foreigners also learn a lot about Danish (sport) history during the first half of the 20<sup>th</sup> century.

Annette R. Hofmann

**1.2. Tony Froissart, *L'impasse du sport rural, La Seine-et-Oise de 1881 à 1939* ; Presses Universitaires de Franche-Comté, Besançon, 2006.**

L'historiographie du sport en France franchit une nouvelle étape avec la publication en 2006, aux Presses Universitaires de Franche-Comté, du dernier ouvrage de Tony Froissart, *L'impasse du sport rural, La Seine-et-Oise de 1881 à 1939*. Si l'on dénombre aujourd'hui bon nombre de monographies locales retraçant l'évolution des sports dans un espace géographique défini, qu'il s'agisse d'une commune, d'un groupement de communes, d'un département ou d'une région, cet ouvrage reste cependant le premier du genre en s'intéressant à la diffusion des pratiques sportives dans la France rurale. Cette étude est d'autant plus la bienvenue que jusqu'au recensement de 1931, la population française rurale est plus importante que la population citadine. Dans cet ouvrage, l'apport de la micro-histoire aux travaux historiques est essentiel. L'intérêt de cette monographie du département de la Seine-et-Oise et plus généralement des différents cantons qui le constituent, s'avère riche en enseignements même si l'on regrette à plusieurs reprises l'absence explicite à des travaux menés d'une part en histoire rurale, pourtant présents dans la bibliographie, et d'autre part à des travaux entrepris dans le champ de l'historiographie du sport et de l'éducation physique menés durant cette période ou d'une façon plus précise durant l'entre-deux-guerres.

Incontestablement le point fort de cette réflexion réside dans l'aperçu riche et problématisé de la diffusion des sports et de l'éducation physique dans ce département, aujourd'hui disparu. La typologie des différentes activités se révèle

de ce point de vue un outil extrêmement habile et compréhensible par tout à chacun pour retracer l'existence de cette pluralité de pratiques. Les nombreuses études de cas invitent ainsi le lecteur à poursuivre la réflexion sous la forme de questionnements que l'auteur, pour certains, anticipe. L'exemple des trois formes de pratiques de natation, bien étudiées dans le chapitre 4 de la 2<sup>nd</sup>e partie, permet de mettre en exergue des enjeux multiples sur le plan économique, social et culturel. De la même façon, la spécificité de l'Education Physique des ruraux et les concours d'athlétisme agricole permettent de mieux comprendre pourquoi la place centrale des partisans de la méthode naturelle de Georges Hébert dans ces pratiques pour le moins surprenantes.

L'originalité de cet ouvrage réside enfin dans l'engagement de l'auteur à définir une nouvelle entité institutionnelle, celle du canton, dans l'histoire locale des pratiques corporelles. Cette originalité est d'autant plus incontestable qu'elle permet de mieux saisir les résistances et autres obstacles à la diffusion des pratiques de loisirs et/ou de sports des Parisiens dans ce que l'on appelle, en ce début de ce Troisième millénaire, la couronne, sinon la Grande couronne parisienne. T. Froissart montre bien ici le jeu des influences qui ne peuvent se réduire au sens unique d'une diffusion de Paris vers la proche province. Les rapports sont beaucoup plus complexes et force est de constater le talent de l'auteur à nous expliquer une fois encore les multiples enjeux structurant ce processus général d'acculturation.

Jean Saint-Martin

**1.3 Girginov, Vassil & Parry, Jim: *The Olympic Games Explained. A Student Guide to the Evolution of the Modern Olympic Games*. London and New York: Routledge 2005.**

The book gives an overview of the history of the Olympic Games and of current developments and problems of the Olympic movement. Beginning with the Olympic idea the authors look back to the ancient sources of the games. However, the main topic of the book is the revival and “evolution” of the modern Olympic Games and the role of Britain. For that reason the London bid for the Games in 2012 is discussed as a “case study” at the end. Finally, all main aspects and problems of the modern Olympic movement are mentioned and dealt with, such as the Paralympics (although they are not included in the official Olympic Games), media, Olympic marketing, political and

economic implications, ethics and doping, as well as impacts on culture and arts and – last but not least – Olympic education. The book is written for students and is very comprehensive and informative. It contains many references to sources and literature, and topics for further work.

Vassily Girginov is senior lecturer at the University of Luton. Jim Parry is senior lecturer at the University of Leeds in Great Britain. He is founding director of the British Olympic Association (BOA) and one of the best experts of the Olympic movement.

Michael Krüger

**Responsables de la publication :**

Annette Hofmann : [nettehof@uni-muenster.de](mailto:nettehof@uni-muenster.de)

Tara Magdalinski : [Magdalinski@usc.edu.au](mailto:Magdalinski@usc.edu.au)

Maureen Smith : [smithmm@csus.edu](mailto:smithmm@csus.edu)

**Mise en page et fabrication :**

Jean Saint-Martin

**Secrétariat de l'ISHPES**

President : Pr. Dr. T. Terret

E-Mail: [terret@univ-lyon1.fr](mailto:terret@univ-lyon1.fr)

Secretary general : Dr. J. Saint-Martin

E-mail : [Jean.Saint-Martin@univ-lyon1.fr](mailto:Jean.Saint-Martin@univ-lyon1.fr)