

KIN 626: Philosophy of PE Development

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Notes & Terms

Reference Text: Estes, Steven G., & Robert A. Mechikoff. Knowing Human Movement. Allyn and Bacon: Needham Heights, MA. 1999.

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Aesthetics: Study of nature of beauty.

- Time Period: Is it the art or the “idea behind the art” that is beautiful?

Archimedes (287-212 BC) (p. 42) Much of human motion can be understood by viewing the human body as a system of pulleys and levers.

Aristotle (384-322 BC) (p. 38) Father of biology and the first “scientist” and developed theories based upon observations.

Athletics: (p. 12) Associated with an individual’s skilled performance in a sport.

- Athletes play a sport, but not all people who participate in sport are athletes.
- Athletes as “heroes”—see class handout.

Authority: (p. 125) The teacher/coach method of knowing that you have been most exposed to in education. Contrasts with Narratives. Used by all the subdisciplines. There are two types:

1. Epistemic
2. Moral

- Derived from idea that there is one truth and that this truth does not change depending on who knows it.
- Knowing the truth makes one an authority.
- Based on Plato’s truth and Republic. Plato and Socrates argued that “ideas” are more “real” than “matter” and Plato said the material world is imperfect and that all matter decays, changes, and does not convey anything that is “perfect.”
- Plato’s “Simile of the Sun” (p. 127) argues that the material world we can see is “less real” than the ideal world which we cannot see. Also refer to his “Form of the Good.” The ideal world, known through intellectual operations, is “superior” to the physical or material world, which is “inferior” and known through the senses.
- Body used to develop character virtues of courage, honor, etc.
- Note: Athletics can lead to an “imbalance” of virtues.

Axiology: (p. 122) Study of nature of values with three subcategories of: politics, aesthetics, and ethics.

Bacon, Francis/Dualist: (p. 153, #10) Known for use of induction and argued that one can determine the rules of nature only by observing the facts of nature—he moves from the particular observations to the general rule.

- Epistemology=Empiricism

Behavioral Psychology: (p. 156) Note Hobbes, James, and Pavlov i.e. it is “the change in the environment” that is important. Ethics do not exist in a universe that does not recognize the mind.

Biomechanics: (p. 40) Has two major subdivisions defined as statics and dynamics.

1. Statics: State of balance or equilibrium
2. Dynamics: State of motion
 - a. Kinematics (concerned with geometry of motion)
 - b. Kinetics (concerned with forces that produce motion)

Body and Culture, Metaphors, Representations: The body represents something in a culture.

- Performing Body=dance, sport but what does it mean?
- Cultures=use movement to express history and stories
- Gender=the idea of the beautiful body changes throughout history
- Science & Tech=Hobbs thought of body as automated pulleys and springs or mechanical as related to ergonomics.
- Medicine=how we look conveys who we are i.e. wheelchair but these stereotypes can be wrong.
- Speaking=as with photos of 9-11-01.
- Politics=suicide bombers, environments, feminists issues, everyday life, hunger strikes, etc.
- Sport and Politics=Olympic boycotts,

Body of Knowledge: (p. 20) Sum total of all of the research or scholarship in a discipline. Kinesiology uses the body of knowledge of human movement.

Boons: (#13)

1. Apotheosis: Hero is acknowledged by peers
2. Union with female
3. Father atonement

Borelli (1608-1679) (p. 42) Father of modern biomechanics and originator of kinetics.

Cosmology: (p. 120) Study of nature of material universe.

Deduction: (p. 139) When one moves from general premises to their necessary conclusions, or from the universal to the individual.

- **Syllogism:** Most famous type of deductive reasoning which is an analysis of a formal argument in which the conclusion necessarily results from the given premises. Uses only categorical statements and includes two premises and one conclusion i.e. all men are mortal; Socrates is a man; therefore, Socrates is mortal.

Dewey, John/Monist (?) (p. 164, #11) Dewey was primarily a pragmatist and had three steps to using the pragmatic method. Explains Locke well. Didn't believe in “top down” teaching. Note “feedback loop” below:

1. Begin with “experience.”
2. After observance, use “inference” so you can move from past into future.
3. Take the step of “action.”
 - Once action is completed, it gets added as an “experience” and will be used in the future.

- This step separated pragmatism from other philosophies.
- We must induce rules out of our experiences and test these rules in the “real world.” We can then move to the future, keeping the rules that work and discarding those that do not.
- Only keep traditions that are practical.

Descartes, Rene’/Dualist: (1596-1650) (p. 140-147, #9) Philosophical position was that the mind is separate from and superior to the body. He was a metaphysical dualist during the Age of Enlightenment that divided reality into two components of ideas and matter. His focus was intellectual logic—not the physical body; however, he was still a “dualist” because he did not totally disregard the body.

- Believed in mind “over” body
- His logic has been embraced by Americans that believe there is little to be gained educationally by participating in human movement activities.
- He discounted the senses of the body because senses deceive and cannot be trusted—this is “skepticism.”
- Proof of reality is exclusively intellectual or “mind” oriented.
- He separated science from religion i.e. scientists were free to do science without upsetting the “nature” of religion. He was the beginning of “real thinking.”
- Had a building block theory of knowledge.
- **Descartes and Kinesiology:** (p. 147)
 3. One should study theory-based human movement.
 4. Begin with simple theories and move towards complex.
 5. Courses dealing with extension and motion are valued over ones that deal with “senses.”
 6. Courses valued that deal with expression of movement in math terms.
 7. Essence of field are M&E, Phil. Of Sport, and biomechanics.
 8. Activity courses not valued as much.

Descarte’s Meditations:

1. Things we may doubt.
 - If people could just agree on one thing, then they could build (note chaos following dark ages).
2. Doubted perception of reality in waking dream state.
3. Doubts he exists (couldn’t tell the difference between dreams and walking state)
 - Doubt=act of free will so you can choose
 - Choose=proof of free will therefore proof of existence (he chose “not to” judge therefore he exists and had free will)

Discipline: (p. 20) An area of study like biology or math. An academic discipline is: “an organized body of knowledge collectively embraced in a formal course of learning.”

Drama and Sport: (#13) Tragedy and myth aspects. Note values and lessons learned through tragedy.

Education: (p. 17) Derived from the word *educare* which means “to bring up.” The Romans felt education “makes a person larger” and was necessary to be a Roman citizen.

Epic: (#13) Protagonist with a quest.

Epistemic Authority: Pertains to knowledge claims made by authorities to those who are less knowledgeable.

- The lesser party grants position of authority to the more knowledgeable party.

Epistemology: (p. 25, 121) The study of the nature of knowledge and thought of as the “organizer” or “How we know.” Six epistemologies are used for kinesiology:

1. **Authority** (teacher/coach) Method of knowing that you have been most exposed to in education. Contrasts with Narratives.
2. **Rationalism-Descartes** (thought) Argues that knowledge is intellectual and deductive. Contrasts with Empiricism.
 - (p. 145) One comes to know through the process of inference, intellection, deduction, logic, or a whole variety of terms that refer to a “rational” process. Note “reductionism.”
3. **Empiricism-Locke, Bacon** (observation) Argues that knowledge can be had by using the five senses or the “experience.” Contrasts with Rationalism.
 - (p. 151) One gains knowledge through the perception of external objects—or by observing it.
4. **Pragmatism** (experimentation-science) (p. 162) Limits knowledge to the observable, measurable world and emphasizes objectivity. Consciousness of individual being studied, or the state of being aware, is irrelevant to good science. Knowing through awareness. Contrasts with subjectivism-somatics.
5. **Subjectivism** (experience-somatics) Limits knowledge to the internalized, conscious experiences of the individual. Awareness is crucial to somatic ways of knowing. Contrasts with Pragmatism.
6. **Narrativism** (story telling) (p. 185) Stories that you have heard your whole life.
 - Monist

Epistemological Approach: All different ways of knowing are valid and all lend themselves to the various subdisciplines. All are used by these subdisciplines at some point even though certain ones are prioritized.

- Extreme positions of the epistemologies would really limit the learning in educational settings.

Ethics: Study of right and wrong.

Exercise: (p. 15) To practice, strengthen, or condition the human body through physical activity.

Exercise Physiology: (p. 39)

Existentialism: (p. 172) Has three dimensions of body:

1. Awareness of task
2. Objectification of you by someone else

3. Destructive objectification

- Note Sarte's rock climber example.

Field: (p. 20) A field has "a discipline" (unique subject matter) *using intellectual techniques* that are delivered by professionals through *formal agencies* created by those in the field.

Flow: (p. 176, #12) Enjoyment, an intrinsically rewarding, or autotelic, experience only when there is a matching of ability and task demands. See class handout.

Galen, Claudius: (130-201 AD) (p. 38, 42) Roman and one of fathers of exercise physiology.

- Recommended exercises for health purposes.

Games: Activities that create winners and losers and range from simple diversions to competitions with significant outcomes governed by rules.

Henry, Franklin: Father of kinesiology. Started KIN movement with 1964 article "Physical education as an academic discipline (JHPER, 35 (7), 32-33, 69).

- Argued that PE was a subdiscipline with a distinct body of knowledge, conceptual framework, scholarly procedure and method of inquiry, and was concerned with both the process (how you do it) and product (end result) of human movement.

Heroes and Athletes: (#13)

Hobbes, Thomas/Monist (1558-1679): (p. 153, #10) The only things that matter are things that can be "sensed" and all others should be left to religion. He sought to separate philosophy and religion. No such thing as an "idea" because if it cannot be sensed, then it is not real. Known for "billiard ball universe" where every action is a result of a previous action. Rather, "cause and effect" rule the universe. Believed in body "over" mind.

- The body is merely a complicated machine. Knowledge is behavior or skilled movement.
- Epistemology=Materialistic Empiricism
- Sport psych, coaching, and pedagogy emphasized.
- Mind, God, and soul not part of reality or philosophy
- "Sensed"=material universe

Humans: Their defining characteristic is that humans are playful and seek activities that are simply "fun."

Induction: (p. 139) When one reasons from certain particulars or instances to a general conclusion.

Kinesiology: (kin=movement) Art and science of human movement. Area of study that examines human movement from every possible perspective: intellectual, historical, social, and physical i.e. the nature and experience of moving. Encompasses all aspects of human movement.

- A broader discipline and less of a specific course of study or subdiscipline i.e. an "umbrella" term.
- Movement is the "soul" of kinesiology and sport.
- KIN is organized into a number of different subdisciplines. See Table 3-1 is on page 21.

Knowledge by Inference: One infers by rationalism going from simple to complex like with geometry. Values are then applied to methods of authority. If

people can think i.e. infer for themselves, then they can think independent of the church so this marked a split away from the church as the “ultimate authority.”

Leisure: (p. 15, 16) Freedom from work and other responsibilities i.e. attitude rather than activity. An “attitude” of the participant more than it is a type of activity.

- Freedom to choose one’s activities—this may or may not involve physical activity.
- Greeks believed that freedom of choice associated with leisure is the way of life necessary to create a truly democratic community.
- Continuum: leisure<----->work

Locke, John/Dualist: (p. 151, #10) Philosopher during the Age of Enlightenment whose notions of “life, liberty, and property” were used to frame the Constitution. He divided experience into two categories: sensation (or perception of external objects) and reflection (the activity in which the self observes its own state of mind, its own feelings and thoughts). Therefore, we can observe reality with our five senses which stands in opposition to Descartes.

- Believed in body “over” mind.
- Just “being told” wasn’t good enough for Locke! You must experience personally.
- Epistemology=Empiricism
- Dewey explained Locke well.
- Contrasts with Descartes and Rationalism and fills in the gaps of Descartes.
- Before one has any experience, there is no knowledge. Without the sensation of movement or of the senses, one cannot know anything. To Locke, the body is the primary mechanism of creating knowledge—not the mind.
- Locke’s ***tabula rasa*** is Latin for “blank slate” and represents that we begin with no knowledge because we have not had any experiences or sensations upon which to reflect at the point of birth i.e. “**we learn by doing.**”
 - Experience has two categories: sensation (perception of external objects) and reflection.

Logic: (p. 139) Treats the exact relationship of ideas as a science...and is concerned with distinguishing correct thinking from incorrect thinking. One is being logical when that person implicitly recognizes the “connections of ideas.”

- Two types of relationships between ideas in philosophy: **induction** (when one reasons from certain particulars or instances to a general conclusion) and **deduction** (when one moves from general premises to their necessary conclusions, or from the universal to the individual).
 - Syllogism: Most famous type of deductive reasoning which is an analysis of a formal argument in which the conclusion necessarily results from the given premises. Uses only categorical statements and includes two premises and one conclusion i.e. all men are mortal; Socrates is a man; therefore, Socrates is mortal.

- Value (axiology), reality (metaphysics), and epistemology (how do we know?) all have to be congruent to be logical.

Maslow, Abraham (?) (p. 177) Scholar of “peak experience.”

Metaphysics: (p. 118-119, 163, #9 & Descartes) Study of nature of reality.

Three subcategories are:

1. Ontology
2. Cosmology
3. Theology

Metaphysical Dualism: Philosophical position that the mind is separate from ideas and matter and superior to the body.

Moral Authority: (p. 131) Means that you have to do what an authority says, whereas epistemic authority deals only with knowledge.

Motor Behavior: (p. 43)

Motor Learning: (p. 43) Concerned with processes that facilitate or inhibit development and closely related to discipline of psychology.

Movement Activities Hierarchy: Play>Games>Sport>Athletics

Movement Skill Fundamentals: Hop>skip>jump>leap>slide>gallop>walk

- Phiotogenic Skills: Naturally developed as with “walking.”
- Ontogenetic Skills: Taught as with “skipping.”
- Creeping=all fours
- Crawling=on stomach

Narrativism: (p. 185, #13) Knowing through story telling. Narrativists are monists as there is no distinction between the story and storyteller.

- A narrative is a kind of organizational scheme expressed in story form that fosters the creation of meaning and can be understood as both the story and the interpretation of events that make up the story.
- Sport as social myth (p. 187)
- Concept of heroes in sport (p. 187)

Newton, Isaac (1642-1727) Mathematician that developed “Laws of Motion”

1. Inertia: An object at rest tends to stay at rest, and an object in motion tends to stay in motion.
2. An object will move only if it is affected by another and will be affected with the motive force impressed.
3. Every action causes an equal and opposite reaction.

Ontology: (p. 56) Study of nature of being; holistic condition of being.

Ontological Dualism: Mind and body.

Optimal Performance: See “flow” and “peak.”

Parsimony: (p. 30) Simple.

Peak Moments: (p. 174-176) The pleasurable experience of moving well.

- Absorption: Total immersion in the activity or experience produced by intense concentration.
- Altered Perceptions of Time: Time “speeds up” or “slows down” depending on the nature of the activity.
- Detachment: Feeling experienced when performing without consciousness, no fear of losing nor hope of winning.
- Ecstasy: Feelings of fun and joy.

- **Emptiness:** Sense of nothing, total loss of self or ego.
- **Flow:** Enjoyment, an intrinsically rewarding, or autotelic, experience only when there is a matching of ability and task demands.
- **Larger Energies:** Unusually high levels of energy, strength, stamina, or fitness.
- **Peak Experience:** Subjective experiencing of what is subjectively recognized to be one of the high points of life, one of the most exciting, rich and fulfilling experiences which the person has ever had.
- **Peak Performance:** Behavior in any activity that transcends what normally could be expected.
- **Sense of Unity:** Transcendence of dualities, no distinction between mind and body, or between self and team.

Peak Experience: (p. 177) Subjective experiencing of what is subjectively recognized to be one of the high points of life, one of the most exciting, rich and fulfilling experiences which the person has ever had.

Peak Performance: (p. 179) Behavior in any activity that transcends what normally could be expected.

Phenomenology: (p. 173) To understand the body is to see the body not in terms of kinesiological analysis but in the awareness and meaning of movement. Movement becomes significant not by a knowledge about the body but through an awareness of the self.

- Knowledge is not a thing, not an object, but an experience.

Philosophy: (p. 118) What is “real”; what is “knowledge”; and what is “value”? These areas are divided into more specific areas:

Metaphysics: Study of nature of reality.

Ontology: Study of nature of being.

Cosmology: Study of nature of material universe.

Theology: Study of nature of God.

Epistemology: Study of nature of knowledge.

Axiology: Study of nature of values.

Politics: Study of nature of common good.

Ethics: Study of nature of right and wrong.

Philosophy & Kinesiology: To help us understand what we study and what we do.

Physical Education: The profession charged with preparing teachers to work in education or any area where knowledge is passed from one to another that deals with human movement.

- Concerned with using movement to change people in order to help them realize their full potential as human beings.

Plato/Dualist: (p. 126-133, #8) See “authority.” Philosophy (intellectual) is always elevated over the training of the body (physical). He believed mind “over” body.

- Character is the most “real” aspect of a person and is that part of a person that is eternal and perfect. This would be the “soul” in a religious context.
- PE then is justified because it builds “character” through developing knowledge of one’s character but was good only insofar as it helped one

come to know the eternal spiritual aspects of existence—in a word, one's character. He wanted to use the body to train the character or soul. PE and intellectual education were then used to build the character that he deemed of such high importance.

- PE teaches certain important virtues such as honesty, courage, discipline, and friendship. Athletics was only concerned with the body and was not esteemed by Plato so not good; athletes focus too much on their bodies and not enough on their character. PE in contrast helped develop character and was good.
- Educated citizens need harmony and balance of mind and body.

Plato's Truth: Truth is a real and a reality made of ideas and matter.

- See class handout for Chapter #8

Play: (p. 13) Amusements engaged in voluntarily, for fun, with no limitations imposed on it from without. A more basic category than either sport or athletics. However, play is a characteristic that is common to both sport and athletics.

- Play is a more basic category than sport or athletics.
- Free activity outside "ordinary" life that is not serious but absorbs the player intensely and utterly.

Politics: Study of nature of common good.

Pragmatism: (p. 162) The "American Philosophy" that is results oriented rather than rule oriented because based on a *posteriori* system (from what is after) rather than a *priori* system (from what is prior). Pragmatism is also the "scientific method" (p. 166) and pragmatists are monists. It is a combination of Rationalism and Empiricism.

- There is no absolute "one truth." All philosophy reflects needs and concerns of culture that developed it.
- There is no "cause and effect" but there are "means and ends." They believe humans have free will and that behavior is not determined exclusively by outside forces.
- True knowledge occurs when observations and inferences have been tested in action. Action is the test of truth and validity.
- Lends itself better to sciences.
- Developed to overcome limitations of thinking that said there was an "absolute truth." Pragmatists believe that truth is relative to the experiences of the person.
- Since every context is different, there will be different rules that explain reality. Therefore, the best a culture can do is to understand the context in which it exists.
- All philosophies are right, but there is no way to make all speak a single language.
- There is no longer one answer to the question "What is truth?" There is no longer one truth. There can be many "truths."
- Should not develop a philosophy without an experience. Should add up all the experiences in the real world then see what all these things have in common.

Priori vs. Posteriori System: (p. 163) A *posteriori* system is concerned with “from what is after” and a *priori* system is concerned with “from what is prior.”

- **Priori:** Set up the rules and then deduce how we will live.
- **Posteriori:** Induce rules after the fact or after our experiences then figure out how to live.

Professional: (p. 20) A person that holds the job who also “owns” the knowledge that is special to it.

Psychology: (p. 45) Psych and Sociology are very similar. Psych relates to the individual while sociology relates to the group.

Rationalism: (p. 140) Note Rene Descartes and age of Enlightenment after the Middle Ages. It was during this time that they began to look at cause and effect i.e. the heart pumped blood because God willed it but they then wanted to know the rational cause in terms of physiology.

- Mind “over” body.
- Diametrically opposed to the positions of empiricists because since experience is unstable and changing—it is not reliable.
- Senses: Not evil but just deceptive. Shouldn’t get pleasure from senses i.e. sex.
- Knowledge is finite and therefore cannot create new knowledge behind writings of early Christians. De Carte said we should use old knowledge to find new truths.

Reasoning: (p. 138) Process of using one’s intellectual capabilities to think through a problem, or to arrive at a conclusion regarding some issue.

Recreation: (p. 16) The use of time to refresh or renew one’s strength and spirit—this may or may not include physical activity.

- How one goes about using their leisure time.
- Puritan’s believed that a proper use of one’s time literally “re-created” an individual i.e. the concept of “re-creation.”

Reductionism: (p. 145) Process that is extremely valuable in all walks of life because to know something one must reduce all arguments as much as possible, to the simplest terms by disregarding all irrelevant points and generalizing as much as logically possible the essence of an argument in the simplest of terms.

Relativized: (p. 27) One cannot tell the difference between two categories i.e. one is just as good as the other. Opposite of “absolute” where the differences between tow categories are clear and complete. Note: Values of right and wrong are relative to the person.

Ricoeur, Paul (#13) Narrativism and time.

Rorty, Richard (#11) Best you can do is to understand the “context” of a culture.

Rosaldo (#13) Narrativism and time.

Sarte, Jean Paul (?) (p. 172) French existentialist that believed in the somatic experience of knowing through subjective experiences. Sarte had three dimensions of the human body using a rock climber example, because to Sarte, “to consciously move is to be”:

1. Climber becomes conscious only of the mountain and forgets his body and thus becomes one with the mountain.

2. Climber is watched by another or when observer sees climber as an “object” which is the Western perspective of objectifying our existence. Sarte found this dimension lacking because it lacked the subjective dimension that is essential to human existence.
3. Climber is aware he is being watched. This dimension is destructive as climber gets annoyed, uncomfortable, vulnerable, and becomes alienated.
 - Believed in mind “and” body.

Scientific Method: (p. 166) According to Ranier Martens, there are six general steps as follows:

1. Formulation of hypotheses
2. Design of the investigation
3. Accumulation of the data
4. Classification of the data
5. Development of generalizations
6. Verification of the results, both the data and generalizations

Senses of Body: Sight, hearing, touch, taste, smell.

Skills Continuum: Open skills are difficult and closed skills are easy.

- Environment plays a role depending upon the type of skill. The more open the skill, the more it is influenced by the environment i.e. ski acrobatics.
- The more skilled the athlete, the more they can block input not related to the task i.e. focus and predict environmental factors.

Somatics: (p. 171, #12) Knowing through subjective awareness of experience. This is the Wholistic approach to education as the most effective learning is multi-disciplinary teaching that includes not only “mind” but also “body” education. Example would be teaching culture through folk dancing or Hanna’s exercise techniques to “reeducate the body” as well as Feldenkrais or the Alexander Technique or refer to Thomas Hanna.

- Science is limited and therefore cannot understand the subjective experience of human movement and existence.
- Soma=“unified nature of one’s being” which meant “the body” to the Greeks. There is no separation between mind and body i.e. Eastern philosophies.
- To “know,” one must subjectively experience it.

Sport: (p. 12) Competitive physical activity governed by formal rules and played by individuals and teams seeking to win.

- Sport is an institution, a socially accepted set of attitudes and behaviors that guide our lives. PE has as its goal changing a person, while sport is an end unto itself.
- Problem: While learning does occur in sport environment, it is incidental to the sport experience.

Sport Pedagogy: (p. 35-38) The science of teaching human movement.

Sport/Exercise Psychology: (p. 45) How the mind affects human movement.

Sport History: (p. 53)

Sport Philosophy: (p. 50)

Subdisciplines: (p. 22) All add to the body of knowledge if they meet certain criteria. Process of creating a subdiscipline is: professionals with common

interests study an area, gather among themselves to share ideas, organize themselves into a professional body, publish scholarly work, and are eventually accepted by the parent discipline.

- Just a way of organizing the knowledge.

Subjectivism: (#12) Comes into play with KIN because of the nature of our discipline i.e. “e learn through doing.”

- Science can't understand the human subjective experience of somatics.

Syllogism: (p. 139) The most famous type of deductive reasoning which is an analysis of a formal argument in which the conclusion necessarily results from the given premises. Uses only categorical statements and includes two premises and one conclusion i.e. all men are mortal; Socrates is a man; therefore, Socrates is mortal.

Theology: (p. 120) Study of nature of God.

Theory: (p. 146) The product of intellection and inference.

Value: This is axiology i.e. politics, beauty, etc.

Vesilius, Andreas (1514-1564) (p. 42) Drawings of *De Humain Corporis Fabrica* revealed the relationship of the skeletal system and muscles.

Wundt, William (?) (p. 44) The founder of modern scientific psychology.

Zen (p. 174) Focuses on subjective experience and awareness rather than the outcome. Rather, the awareness for “the process” is more important than the final outcome or product of the process.

- One knows by “not” doing it.