**Bordeaux PhD Workshop**

*Monday 11th September – Wednesday 13th September 2017*

*Supervised by Dave Day (MMU) and Jean-François Loudcher (Bordeaux)*

**Dave Day**

*Dave Day is Professor of Sports History at Manchester Metropolitan University where his research interests focus on the historical and cultural development of coaching and training practices as well as the biographies of nineteenth and twentieth century coaches. He has published extensively on these topics, including two texts on the history of British coaching: Day, (2012). Professionals, Amateurs and Performance: Sports Coaching in England, 1789-1914 (Bern: Peter Lang) and Day and Carpenter, (2016). A History of Sports Coaching in Britain (London: Routledge), which came out in paperback in this summer.* Email: D.J.Day@mmu.ac.uk

**Jean-François Loudcher**

*J.-F. Loudcher is Professor of Sport History and social sciences in physical activity at the University of Bordeaux since 2016. His work deal with history of PE in France, body techniques, image analysis, violence, Olympics, comparative sport history (France, G.B., Switzerland) and more recently, sport coaching (*Revue STAPS, *n°114 and n°115, 2017). He has been investigating sport processes as civilization and cultural phenomenon from his habilitation (2002) in which he has developed foucauldian theories to apprehend the history of boxing, but also Elias’s theory and included different anglo-saxon approaches (Guttmann, Eichberg…). To better understand the “sportivisation” phenomena, he has also been developing some research on “soule” (Folk-football).*

*In parallel, he has held various positions such as President of French Sport History Association (2002-2008) or at the National Ministry Commission of Universities (CNU), and President of CESH (European Committee for History of Sports). He is also in charge of the master 2 in Sport Management this year.*

**Monday 11th September**

15hrs-Lisa Taylor (MMU) **Hidden histories: Competitive women’s rowing in Britain since 1945**

Rowing is a high profile elite sport in the UK for men and women. The women’s team has enjoyed unprecedented success in the past two Olympic cycles, and at Tokyo 2020 will compete in the same number of events as male rowers for the first time. The Oxford & Cambridge Women’s Boat Race is now held on equal footing with the men’s; Henley Women’s Regatta has just completed its thirtieth year, and the same amount of open (elite) events for women as for men were offered at Henley Royal Regatta this year. Women’s participation is increasing: the gender balance at a club level is approaching parity, and women’s participation in club level competition now tends to exceed men’s.

From the late nineteenth century to the present, however, the development of competitive women’s rowing has been influenced by gendered expectations, constructs, fears, anxieties and prejudices. These influences are evident in the broader social historiography, evident particularly in examination of issues around class, education and leisure, and specifically within the rowing community which has its own distinct set of conditions, characteristics and concerns. This project aims to uncover the hidden history and histories of women’s rowing since 1945. Bringing individual stories to light using oral histories is fundamental to the research, and the project will use a combination of archival research and these oral histories to achieve this and other objectives. Oral history in particular has specific feminist resonances, applicability to older participants and narrative qualities, all of which have explicit relevance and value to the research.

16 hrs - Julien Krier (University of Bordeaux) - **History of the Regional Center for Physical Education (RCPE) in Talence and of its impact on local sporting dynamism from 1941 to 1983.**

This thesis will start this academic year. In a previous work (2016-2017), under the direction of J.F. Loudcher and Eric Claverie, I tried to stress the main lines of the research. The project aims at studying a training organism for sports and physical education in Bordeaux and its consequences on local dynamism. This research will lead us to reconstruct the story of the RCPE and of the Regional Institute for Physical Education (RIPE) in Bordeaux from 1941 to 1983. Beyond the “simple and ordinary” story of a local organism, this project is not confined to this sphere and deals with a whole set of local, national and even international issues due to his very well-known director, Pierre Seurin. This Physical Education Teacher worked in the line of Philippe Tissié’s method and the Ligue Girondine d’éducation physique which got a very high impact in terms of sport and PE at the regional and national level.

17 hrs **Coffee**

17.30 hrs - Liam Dyer (MMU) - **The Role of the Industrial Middle Class in the Provision and Control of Victorian Sport in the North: The London and North-Western Railway Company in Crewe** – Thesis Overview

By using biographical methodology, this research documents and evaluates the impact of the northern industrial middle class, particularly those connected to the London and North Western Railway (LNWR), on the development of athletics in the town of Crewe during the long Victorian period. It is apparent that the industrial-middle class had a significant influence in Crewe, in both the sporting and political context with several of its members holding political office and/or sports administration positions, wielding significant community influence in the process. Whilst the use of individual biography has been a popular method of exploring the past, other, more complex methods such as collective biography have been used less often despite the fact that a combination of case studies and biographical narratives in a collective form can reinforce their effectiveness as a methodological tool. By using a small number of historical characters linked together and studying their life courses thematically, a coherent narrative can be constructed which pays attention to overlapping ideas, connections and points of diversion. To expand upon already conducted biographical research, a tentative prosopography will be produced, using the Eardley’s directories, which contain the names of the officials of many of Crewe’s sporting clubs and organisations before being cross-referenced with available primary sources to accurately construct collective life courses and analyse them in a collective manner.

* Empirical evidence, drawn from a range of sources, informs and underpins the construction and interpretation of biographies
* Collective, or group biography, uses a small number of characters linked together and studies their life stories, valuing the individual narratives and taking a thematic approach to offer a chronologically coherent narrative.
* A collective biographical approach pays constant attention to overlapping ideas, connections and points of diversion between biographical subjects.
* The researcher has already identified several subjects of note and over the summer, more will become apparent with a total aim of around 10-15 biographical subjects.
* Sources used include local, regional and national newspapers, census data, birth/marriage/death records, probates, railway employment records, local directories, athletic archive material and primary publications.

18.30 hrs **-** Florian Hugedet & Romain Baron (University of Besançon) - **An example of French PE teacher Recruitement Procedure: Between Knowledge-Sharing and Moulding at the "Ecole Normale Supérieure" in Sport Sciences and Physical Education of Rennes (2002-2017**)

The « Ecole Normale Supérieure » in Sport Sciences and Physical Education (ENS 2SEP), just like the « Agrégation externe » (In France the agrégation is a civil service competitive examination for certain posts in France's education system) in physical education are both French specificities which are a pathway to excellence for the future PE teachers of higher or secondary education. Since 2005, when the first year group entered the recruitment competition, the ENS 2SEP benefits from the best preparation for the « agrégation externe » in physical education. Some people affirm that the recruitement of « *selected students among the best students in Sciences and Technics of Sport and Physical Education (STAPS), paid during their schooling, benefiting from considerable resources […] regularly benefiting from the visit of the most active teacher-researcher in the field* » (Didier Delignière, « Des normaliens pour quoi faire ? », in : *Movement & Sport Sciences,* 2012/3, n°77, 1-3) is enough to explain their success in this area. However, an element of the equation seems to be missed in this succinct analysis carried out by Didier Delignières. Indeed, the pionneers of this institution developed a tool for cultural knowledge transfer, and the following year groups continue to feed it every year. This tool is name « CD-Agrég » and it is a real data bank gathering the knowledge deemed essential to success in the « agrégation externe » in physical education. This device still has a negative side, insofar it induces to standardisation, which is criticized by the juries of the « agrégation externe » in physical education. For example, in 2012 : « *The jury again deplores the moulding of certain presentation and proposal frameworks that do not really rely on the context of the institution* » ( Rapport de jury de l’agrégation externe d’EPS, 2012, Archives de la bibliothèque nationale de France, 4-FW-5393). Furthermore, if misused, this tool can be detrimental. The candidate who does not have cultural codes and teaching background prior to its could not properly mobilize this knowledge for the oral or written examination. Using questionnaires and semi-directive interviews, this study proposes an analysis of the process of appropriation and knowledge transfer of the ENS 2SEP culture as part of the preparation for the « agrégation externe » examination.

**Tuesday 12th September**

08.30 hrs-09.00hrs - **Coffee**

**Presentations**

09.00 hrs - Czegledi Orsolya (URePSSS Laboratory, University of Lille 2) - **Nature and Tourism Management in Hungary: A Socialist Heritage?**

Since the last decade, a growing interest for European nature parks is observable1. As the importance of tourism increases at nature sites, the importance of the management of these sites also becomes vital for both the protection of the natural and cultural assets of the territory and for the territorial development – including the control over tourists, the development of the infrastructure, etc. (Peric, 2015). If this question is event more timely and relevant, it is because tourism is increasing unevenly in different countries or even different regions (Cole & Morgan, 2010), challenging management in various ways.

1 There are various reasons behind the growing interest for nature parks (or any kind of green spaces), among

these: (a) urban citizens are yearning to leave the congested city and get closer to nature (Corneloup, Bouhaouala, Vachée, & Soule, 2001; Lefèvre, 2004; Stebbins, 2005); (b) nature sites offering special natural monuments and/or historic or cultural values to visit increase their attractiveness among visitors (Marsac & Czegledi, 2016; Newsome, Moore, & Dowling, 2001; Reinius & Fredman, 2007; Richards, 2002); and (c) natural or rural areas attract people participating in nature sports (Melo & Gomes, 2017). At the same time, European countries are supposed to follow the same principles of sustainable development, defined by the European Union (Council The European Union, 2009); however, the interpretation of these show considerable cultural differences (Czegledi, 2016). We believe, that recent historical differences, such as the opposing political regimes and differences in the evolution of tourism might explain, at least partially, these current managerial actions and national differences between them. More precisely, we assume that the socialist era in Hungary still affects the managerial attitude today towards nature conservation, limiting the possibility of implementing sustainable territorial development initiatives, and to make the most of the country’s tourism potentials. To understand the current managerial differences of protected sites, a culturo-historic approach was adopted for the analysis of the evolution of tourism and recreation activities (and their management) at nature sites, along the environmental protection of the sites.

The study is based on the analysis of existing documents, participant observations (Kawulich, 2005) involved in outdoor and tourism activities at Hungarian and French nature parks, and the use of the technique of observing cultures through making inferences (Spradley, 2016). In addition, the current managerial trends were revealed through semi-structured interviews (Blanchet & Gotman, 2001) with the parks’ administration and their nature conservation specialists and tourism professionals.

The findings confirm our hypothesis and indicate, that – compared to the evolution of the French rural tourism activities and nature park management considerations – Hungary is still bears the impacts of socialist regime, which is best manifested in the highly professionalized nature conservation considerations and the autocratic managerial approach for the questions of nature site management, developed under the socialist regime since the 1970s (Oroszi, 2009).

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10.00 hrs - Johanna Mellis (Florida, US) - **: Post-1956 Elite Athletes in Hungary: The Happiest Athletes in the Socialist Camp**

I will explore the experiences of elite athletes in socialist Hungary after 1956 and during the so-called period of Goulash Communism. Following the 1956 Revolution, nearly one-third of the Hungarian Olympic team defected from the Melbourne Olympics in order to settle in the West. The developments shocked the elite sport community in Hungary, and forced socialist sport leaders to rethink their sport policies to prevent more athletes from leaving. Sport leaders had used a kind of carrot-and-stick system to help control athletes’ behavior and activities since the early 1950s. Sport leaders continued using the same system after 1956, but offered athletes more freedoms and privileges and punished them far less frequently. Many athletes viewed the changes as an opportunity, and sought to capitalize on the sport leadership’s evolving policies. My presentation will examine the ways in which elite Hungarian athletes adapted to these changes by choosing to cooperate with the post-1956 sport leadership and socialist state. As a result of their cooperation—which afforded them more freedoms, in exchange for remaining in Hungary and earning gold medals—I argue that Hungarian athletes enjoyed the title of the “happiest athletes in the socialist barrack” from the late 1950s until the fall of the political system in 1989. Their experiences are especially significant considering the conditions that their counterparts endured across the Bloc, especially in East Germany and the Soviet Union. Using oral history interview and archival materials, my presentation illustrates that many Hungarian athletes did not fit the oft-used depictions of athletes as doped-up victims or wily resistors, but as individuals who benefited by working within the socialist system.

This presentation forms a substantial part of my dissertation, which focuses on the changing behaviors, interactions, and relationship between socialist sport leaders and elite athletes in Hungary from 1948-1989. My dissertation chapters examine issues such as: changes in punishments and privileges over time; athletes’ ability to smuggle goods in and out of the country (and sport leaders’ position on the issue); how sport leaders worked within and around the International Olympic Committee’s rules on amateurism; the broad yet immediate impact of 1956 on elite sport policy; and the everyday experiences and memories of male and female athletes. My primary sources include thirty oral history interviews, secret police files, IOC documents, and papers from the various national sport bodies in Hungary.

11.00 hrs - Omar Dieng (University of Besançon) - **Senegalese Wrestling in Daily Newspapers of the 2000s. A Physical Activity between Tradition and Modernity?**

The introduction of modern sports during colonization has greatly influenced sport in Senegal, from traditional sports to modern sports. Wrestling, which was once traditional, also undergoes modifications to adapt and become as we see today the wrestling with strike or Senegalese wrestling. Several factors triggered this process:

On the one hand, it is with the advent of the phenomenon bul faale meaning *"drop it"* or *"stay out of it"* at the end of the 90s, that wrestling takes a dazzling dimension. The wrestler Mohamed Ndao nicknamed Tyson reappropriates the *"bul faale"* movement to make it its trademark. Impregnated with the image of black American sportsmen, the latter embodies the ideal of the *"self made man".*

On the other hand, in the 2000s, media, in particular the written press in daily newspapers such as *Le Soleil*, *Le Walfadjri* and *Le Sud quotidien*, appropriated struggle with strike to make it the king sport. The pages dedicated in the newspaper to wrestling have increased considerably during the 2000s.

This study aims to approach and understand how the traditional wrestling has modernized until becoming the most popular sport of Senegal. To do this we have documented and searched thoroughly the articles or sources of the three unavoidable daily newspapers in Senegal during the 2000s. These are *Walfadjri,* *Sud quotidien* and *Le Soleil*. The goal is to decipher and understand, how wrestling with strike succeeds in mixing two notions that are tradition and modernity.

12.00 hrs **- Lunch (Buffet on Site)**

13.00 hrs - **Presentations**

13.00 hrs - Jean-Francois Loudcher (Bordeaux)- **An analysis of the Representation of Triat’s Gymnasium (1856) through the theoretical frame of Michel Foucault**

To what extent can the visuals feed the sport social sciences? In this respect, one of the possibilities is to use some specific process for analyzing the images. In 1856 was published in the magazine called *Le Musée des familles*, a drawing of the Antoine-Hyppolite Triat’s gym engraved by Edouard Sargent; it is enriched by a text from the well-known writer Paul Féval. Erected in 1848, in the vicinity of the Champ-Elysées, the gym was a big area (50-80m) opened every day of the week for welcoming the Bourgeois of Paris either man or woman. The gym was destroyed in the 1860’s due to the transformations of the Capital led by the Baron Haussmann.

This sketch shows a lateral cut with A. H. Triat, dressed in a costume of François the 1rst, who delivers the lesson to a dozen of sportsmen, his wife with women and some practitioners. On each side of the gym, corridors located on three floors enable spectators to attend the lesson.

An analysis of this drawing is implemented according to the Foucauldian approach and allows to depict the famous painting named *Las Meninas* from Velasquez, published in the *Order of things* (*Les mots et les choses*) in 1966. Exploring the geometrical links of the drawing and the perspective of this representation, this study aims at showing that two main frames cross it; each corresponds to different concepts such as Knowledge, Power and Micropower that the French philosopher has developed along his work. Their analysis suggests, in the end, that a new “diagram” of training in sports and gymnastics has come and has gone beyond the diagram of Bentham’s Panopticon.

14.00 hrs – 15.00 hrs - Loïc Delacroix (University of Bordeaux) - **The identity uses of traditional physical cultures by the "Basques" people in France since the end of the 19th century: Time, production and reconfiguration of the symbolic and practical boundaries.**

As a globalized culture but also like any traditional games usually defined as "physical culture", sport represents a wide range of practices with confidential or institutionalized means nested inside normative space-times.

The historical and socio-anthropological study of physical cultures shows the plurality of their expression as well as the many processes of their diffusion.

Physical practices offer a top-notch material to identity mobilization through the binomial Belonging and Differentiation at stake in the identity processes. These mobilizations are made possible thanks to their malleability and to the objective and subjective link they maintain with a tradition that is constantly reinventing itself (E. Hobsbawm, T. Ranger, 2012).

These physical cultures reveal the changes of societies under the effect of a multifaceted modernity (U. Beck, 2008) through a set of interactions and uses, thus participating in a wide movement of circulation on the regional, national and international level (S. Darbon, 2011).

The identity functions of "local sports" observed over more than a century through the mechanisms of expansion and cultural preservation characterize the manifestations of a "minority". The logic of competition, sportivization and reconfiguration of the physical practices studied through the prism of identity and the concept of ethnicity that it entails, (D. Juteau, 1999), reveal the complexity of cultural uses, in particular regarding their twofold aspects: "community" "and" society "(M. Weber, 1922).

The regional level offers an original angle in order to jointly analyse the phenomenon at work in the changes of physical practices : the creation and the borrowing, (D. Jallat, S. Stumpp, 2013). Sports with strong local roots and the so-called "traditional" games demonstrate both an "ethnomotricity" (P. Parlebas, 1999) and also the dynamics of a material, physical and sports culture in its anthropological dimension (A. Appadurai, 2001).

Simultaneously as a nation, a region and a cultural area, the Basque Country represents an ethnolinguistic diversity that Pelota, Basque force and the many places that propose traditional dances nourish as ideological operators.

Their territorial meshing, the techniques and uses qualify, in a material and psychological way, the Basque differential fact subject to the double influence of the affirmation of a Basque Country that is unified and mythologized as well as "local" (A. Dimitrova, 2005).

The Basques' identity strategies show symbolic and practical boundaries embodied in social actions but also with the creation of major events or the setting up of local networks, many "community scopes" are created that can be identified through their distinct forms: clubs, federations and sports and cultural associations.

These sport and physical activities, elements of a labile material culture, form an ensemble in which dancers, players, spectators or leaders through their capacity of action or agency, (EP Thompson, 2015), act as actors and influence the phenomenon of enculturation, resurgence and cultural diffusion.

15.00 hrs – **Coffee**

15.30 hrs – 16.30 hrs - Martyn Cooke (MMU) **The origins and early development of association football in The Potteries: 1840 – 1914**

Despite a wealth of academic research focusing on the origins and development of association football in Britain during the nineteenth century, academics have failed to come to a consensus regarding the early history of the game with the emergence of contrasting ‘orthodox’ and ‘revisionist’ interpretations. Much of the current research has focused on tackling the subject on a national level and this has resulted in many towns, cities and regions across the country being overlooked when sports historians discuss the origins of modern football. One such region is North Staffordshire, more commonly referred to as The Potteries, which, despite having played a key role in the formation of the Football League, possessing one of the oldest professional football clubs in the country and one of the earliest county football associations, has never been the subject of an in-depth academic study. By establishing a comprehensive understanding of the origins, development and social significance of association football in The Potteries this thesis will contribute significantly to the existing body of literature, advance the winder understanding of how the game developed nationally, and provide the region with its first extensive academic-based sporting historiography.

Data will be collected through archival research with primary sources including contemporary local, regional and national newspapers being consulted whilst additional nineteenth century publications (periodicals, journals, and maps), sporting newspapers, ephemera, illustrations and census material will also be analysed. Previous theses, research papers and academic articles relevant to the study will be referred to, as will secondary sources (such as academic, and relevant literature), and appropriate libraries and archives will be accessed. A modern reconstructionist methodology will be used to analyse the sources, which will be validated through triangulation, and to construct a narrative that will accept the relativist approach, using an anti-theoretical model to guide the research toward one interpretation of the “truth” rather than *the* “truth”.

16.30 – 17.30hrs Willy Hugedet (University of Besançon) - **Pierre Parlebas, motor behaviour and New Education: What Research Perspectives? A Short Presentation….**

On the occasion of a thesis project named “Pierre Parlebas and motor behaviours: his career, his work and his legacy”, we propose a methodological reflection on history of education. Two specific and original problems underlie this research. The first concerns biography of a contemporary figure, in cooperation with the subject himself. In this sense, the triangulation of oral history and manuscript sources is essential. The challenge lies in how to find a compromise between minimal empathy of biograph, and blindness due to hagiographic deviation (Dosse, 2005).

The second tension is the complexity of his life trajectory. Indeed, Pierre Parlebas is a multi-faceted actor of physical education. This enigmatic figure was involved in many spheres like public primary education, public secondary education, popular education, university education, international research, or municipal policy of Vanves. The assumption of uniform totality and excessive deconstruction of identity are the underlying difficulties. The main issue remains to analyze the biographed in his own contradictions, and his various belonging cities (Dosse, 2010), in order to avoid the risk of linearity.

18.30 hrs **(Victoire Site)** Dave Day – (*Manchester Metropolitan University)* **Dewey’s Educational Theories and Coaching Practice (site of *Victoire)***

Contemporary research into coach learning reinforces the importance of coach experience, reflection and informal self-directed learning as significant factors leading to coach effectiveness. Coaches learn by reflecting on their practical coaching experiences and a large proportion of coaching knowledge and practice has come from observation and personal interpretations of previous experiences. In their review of relevant literature, Cushion et al. noted that informal learning through coaching experience and engaging with other coaches remained the dominant mode of learning with 'expert' coaching practitioners favouring self-directed learning and reflection to support experiential learning. Winchester et al. suggested that knowledge, skills, attitudes, and insights are developed from a coach's daily experiences, in sport, work and at home, and through their exposure to the coaching environment.[[1]](#footnote-1) As a result, coaches possess a largely implicit form of knowledge, closely connected to past experiences, interaction with other coaches and a process of experimentation, which shares similarities with craft knowledge. Explanations for the role that experience and reflection play in coaching can be provided by adopting the ideas postulated by John Dewey. For Dewey, learning through doing is essential in enabling people to abandon their habits and think creatively. People learn from their experiences, and by reflecting on those experiences, since reflective thinking, an active, careful and persistent reconsideration of beliefs and knowledge, leads to inquiry through a scientific method, a process of experimentation that results in the formulating and testing of theory.[[2]](#footnote-2) Reflection is a rational and purposeful act and the reflective process, which mediates experience and knowledge, is triggered by professional issues or problems. From Dewey's perspective, then, coaching involves a ‘continuing reconstruction of experience', the rethinking and re-examining of concepts and experiences to deal with the demands of the present, and, in that respect, coaches are active participants in their learning, operating in a cyclical, transactional manner with their environments. Researchers have observed that expertise is a fluid, cyclical process with coaches having to continuously redevelop their competencies to operate in ever changing environments[[3]](#footnote-3) and this presentation explores the relevance of Dewey’s educational theories to sports coaching by linking practice to theory through the eyes of a coaching researcher and a coaching practitioner.[[4]](#footnote-4)

20.00 hrs **Dinner**

**Wednesday 13th September**

08.30 – 10.30 hrs **Working breakfast on future funding** (2018)–*Cultural and Historical Perspectives on Sport Coaching in a Comparative Approach (UK-France) (UFSport Pessac)*

10.30hrs - **Presentations**

10.30 hrs - Corine Guillon (University of Bordeaux) - **The Emergence of Sport in the Regional Newspaper through the Example of « La Petite Gironde » (1872-1913)**

This study shall define the editorial strategy of a regional daily newspaper, *La Petite Gironde,* from 1872 to 1913 to meet the local population’s expectations when faced with the emergence of sport. The thematic originality of this study is that it shall overcome the examination of interests shared by sports and the press. It is situated at the crossroads of several different topics: the emergence and genesis of sport articles in mainstream regional press, the role played by daily newspapers diffusing important information in the development of sport late 19th - beginning of the 20th Century and the local population’s aspiration when faced with sporting acculturation. This research shall be based on the assumption that, in order to broaden their readership, *La Petite Gironde* seeks to exploit all types and natures of physical activities ranging from a local level to an international level in order to meet the inhabitants of Bordeaux’s expectations regardless of their socio-economic background.

The data collection method used was built on different methodologies used to study the press which are not specific to this disciplinary field. Two authors, one with a journalistic background, Jacques Kayser, and the other with a historical background, André-Jean Tudesq, have been identified as having formalised a research method in the field of the press. The reference to both of these authors has enabled to create a compilation method between the information and the analysis of the information.

The quantitative analysis has enabled us to identify simple indicators and significant trends from the 1890s. The amount of editorial space allocated to the level and type of practice enables us to witness the support granted by the newspaper to showcase-sport and/or the practice in itself. The nature of the sport and the percentage of articles devoted to each practice confirm the newspapers’ support granted to the development of said “modern” activities at the end of that century.

The overall results lead to measure the regional mainstream press’ role (through *La Petite Gironde*) in the growth of the sport phenomena and in the construction of the representation of sports. We now need to clarify the identity of sport news in the region and consider its role on the acculturation of the local population. We have to analyse the contents of the articles in comparison with writings in other newspapers for the same event, to examine the vocabulary used by the journalist and the journalist’s position taking in order to influence the representation of an activity and to contribute to altering the activity by changing the spectator-reader’s opinion.

11.30 hrs - Nick Piercey – **My PhD journey**

**12h30…. The end**

1. See for example Cushion, C.J., Armour, K.M., and Jones, R.L. (2003). Coach education and continuing professional development: Experience and learning to coach. *Quest* 55, 215-230; Gilbert, W., and Trudel, P. (2001). Learning to coach through experience: Reflection in model youth sport coaches. *Journal of Teaching and Physical Education* 21, 16-34; Cushion, C., Nelson, L., Armour, K., Lyle, J., Jones, R., Sandford, R. and O’Callaghan, C. (2010). Coach learning and development: A review of literature. *Sports Coach UK*, ii, iii, vi; Winchester, G., Diane Culver, D. and Camiré, M. (2013). Understanding how Ontario high school teacher-coaches learn to coach. *Physical Education and Sport Pedagogy* 18/4, 415; Jones, R., Armour, K. and Potrac, P. (2003). Constructing expert knowledge: A case study of a top-level professional soccer coach. *Sport, Education and Society* 8/2, 220–224; Irwin, G., Hanton, S. and Kerwin, D. (2004). Reflective practice and the origins of elite coaching knowledge. *Reflective Practice* 5/3, 430-432, 436, 439. [↑](#footnote-ref-1)
2. Dewey, J. (1902). *The child and the curriculum.* Chicago: University of Chicago Press; Dewey, J. (1933) *How we think.* Boston: D. C. Heath and Co. [↑](#footnote-ref-2)
3. Turner, D., Nelson, L. and Potrac, P. (2012). The journey is the destination: Reconsidering the expert sports coach. *Quest* 64/4, 323. [↑](#footnote-ref-3)
4. ####  See Day, D. (2016). John Dewey: Experience, inquiry, democracy, and community in coaching, In Lee Nelson, Ryan Groom and Paul Potrac (Eds) Learning in Sports Coaching: Theory and Application (Oxon: Routledge).

 [↑](#footnote-ref-4)