

MCGILL UNIVERSITY
Department of Kinesiology and Physical Education

Historical Perspectives

Winter 2020
Course Outline

Prof. Jordan Koch, PhD

Email: jordan.koch@mcgill.ca

Office: Currie Gymnasium Building, A212

Office Hours: Upon Request

Teaching Assistant: Stephanie Hawley

Email: stephanie.hawley@mail.mcgill.ca

Office: TBD

Office Hours: Upon Request

McGill University is on the traditional territory of the Anishinaabeg and Kanien'keha:ka Nations and a place which has long served as a site of meeting and exchange amongst various Indigenous nations.

Course description: Sport, recreation, and leisure continues to be an important part of Canada's myths/nation-building process, which includes the massaging of a host of taken for granted 'truths' related to race, class, gender, sexuality, and the body. This course invites students to think critically about these issues through the prism of Canadian history since the 19th century.

Course Format: This course is formatted in a way that allows for both classroom experiences and in-depth dialogue related to course content.

Learning Outcomes: At the end of the course students should be able to:

1. Discuss the historical conditions and events that have shaped sport, recreation, and leisure in Montréal, Québec, and Canadian society since the late 19th century.
2. Explain how sport, recreation, and leisure have functioned as sites where class, gender, racial, ethnic and cultural inequalities were/are both reproduced and contested.
3. Reflect upon the ways Canadians have been socially and culturally constructed through their sporting, recreation, and leisure experiences, and critically examine how these experiences are connected to broader historical processes.
4. Discuss the relationship of McGill University to the making of modern sport in Canada.

The MELS professional teaching competencies and Course Learning Outcomes:

Although the twelve professional competencies endorsed by the MELS are interrelated, this course will help students to develop the following competencies in particular:

Competency 1: *To act as a professional inheritor, critic and interpreter of knowledge or culture when teaching students.*

Competency 2: *To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.*

Competency 11: *To engage in professional development individually and with others.*

Course content:

You will be expected to participate in class discussions, read peer-reviewed research articles, watch videos, listen to podcasts, and connect with primary resources. You will also be required to scrutinize these materials and, when necessary, replace inadequate viewpoints with more sophisticated arguments rooted in evidence.

*All of the required content will be posted on MyCourses.

Participation & attendance policy

I see you as colleagues. As far as I am concerned, one day you and I may be teaching in the same place, working together. My expectations for you, and for myself, are extraordinarily high. I expect that we conduct ourselves as professionals would in any school setting. Therefore, your attendance and active engagement during lectures is required. Attending classes, being on time and well-prepared, is a given. Although I don't feel I should have to, I provide specific expectations below.

An email to myself or the TA prior to a missed class or seminar experience is required. After two missed classes, we will have an in-person conversation to see if further work is required to meet course expectations. Assignments are expected to be prepared for the beginning of class. Late assignments will be docked 10% per day.

Opportunities to Demonstrate Learning:

EXAMS: 20% each

Midterm exam now valued at 25%

Midterm: February 12th

Final: March 25th (Cancelled)

Midterm Exam:	25%
Final Exam:	Cancelled
Essay Proposal:	15%
Major Essay:	35%
Poster Presentation:	25%
Total:	100%

PROPOSAL FOR MAJOR ESSAY: 10% (Now 15%)

Due: Wednesday January 29th, 2020 at the **start** of class.

The proposal will be one page in total length (plus or minus 5%) and using the following formatting guidelines (see below). The purpose of this proposal is to provide an introduction to your major paper. The proposal will include:

- **You must choose a local topic (Canadian, Québec, or Montréal-specific, though you may compare it to other nations).**
- a clear and concise **introduction** to your paper which includes a thesis statement, an expanded introduction, and an introduction to your empirical topic.
- A **bibliography** listing at least THREE peer reviewed sources that you plan to use in the final paper. Important: these three sources cannot come from the course pack.

*Other assignment details posted on MyCourses.

MAJOR ESSAY: 30% (Now 35%)

Due: Friday April 3rd, 2020 via online submission to stephanie.hawley@mail.mcgill.ca

The major paper is on a topic agreed to by both of us. The paper must be 1,500 words long (plus or minus 5%, excluding title page, any text or referencing footnotes and works cited), and it must address & effectively integrate the feedback from your paper proposal.

Essay topics: *See ‘possible essay topics’ on MyCourses.

Structurally, the paper must include:

- 1) a clear and concise thesis statement;
- 2) a strong understanding of the contextual issues at play;
- 3) at least 5 peer reviewed sources;

*Other assignment details posted on MyCourses.

GROUP PROJECT: 20% (Now 25%)

Due: Wednesday April 8th, 2020 via online submission to stephanie.hawley@mail.mcgill.ca

As part of the class requirements, you (and two randomly selected classmates, if the numbers warrant it) are required to construct, ~~display, and defend~~ a research poster on a **contemporary** issue in sport. Of course, there’s a rub... your poster must interpret this issue through the lens of its historical antecedents. In other words, your analysis must demonstrate – and be grounded in literature that shows – how your sport/recreation/leisure issue connects with past events/issues/struggles.

Structurally, your poster will include:

- 1) A short essay (with a thesis statement) that analyzes a contemporary sporting issue through the lens of its historical antecedents. Again, your essay **must** be grounded in both academic (i.e., peer-reviewed) and empirical resources – 750-1,000 words max.
- 2) A series of creative cues (e.g., photographs, newspaper clippings, etc.) that enhance your essay’s argument and that engages your audience visually.

*Other assignment details posted on MyCourses.

NOTE ON ASSIGNMENT SUBMISSIONS

~~In addition to paper copies,~~ All assignments must be emailed to stephanie.hawley@mail.mcgill.ca

Please use your mail.mcgill.ca account for **all** correspondence with the teaching staff. I accept no responsibility for non-mcgill.ca account emails sent to me. Any class emails sent out will be sent to your mcgill.ca account. Please check MyCourses at least twice per week.

University Grading Scale

Letter Grades

Percentages

A	85-100
A-	80-84
B+	75-79
B	70-74
B-	65-69
C+	60-64
C	55-59
D	50-54
F (fail)	0-49

McGill University Policy on Academic Conduct: McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information). L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/).

© Instructor generated course materials (e.g., handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

The course is on MyCourses. Students are expected to regularly check MyCourses for course updates and information, especially the calendar. As well, students are encouraged to read and print out a copy of each day's lecture prior to class.

Special Circumstances: As the instructor of this course I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the *Office for Students with Disabilities*, 514-398-6009.

Mobile Computing and Communication Devices: Any surfing of the internet during lectures that is not directly related to the class discussion is distracting and is strictly forbidden. Additionally, the use of any electronic devices for emailing, texting, etc., is strictly forbidden.

To protect your privacy, the Faculty of Education will only reply to you at your official e-mail address at McGill. Please be sure that you check your McGill e-mail on a regular basis.

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.