

MCGILL UNIVERSITY
Department of Kinesiology and Physical Education

Historical Perspectives

Winter 2021
Course Outline

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McGill University is situated on the traditional territory of the Kanien'kehà:ka, a place which has long served as a site of meeting and exchange amongst many First Nations including the Kanien'kehà:ka of the Haudenosaunee Confederacy, Huron/Wendat, Abenaki, and Anishinaabeg.

Course description: Sport, recreation, and leisure continue to be important parts 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.

Course Format: This course will use a remote delivery format for the winter semester. The remote learning context presents new challenges for all involved, and student engagement is of particular concern. This course is designed to consider the challenges that students may be experiencing due to the pandemic and is committed to providing a supportive learning environment. Please visit the following links related the remote delivery of this course: [Student-specific Guidelines for Remote Teaching and Learning](#) and [Remote Learning Resources](#).

Lecture Recordings: Please read the Guidelines on Remote Teaching and Learning [<https://www.mcgill.ca/tls/instructors/class-disruption/strategies/guidelines-remote>] and the course outline for this course in myCourses. You will be notified through a 'pop-up' box in Zoom if a lecture or portion of a class is being recorded. By remaining in sessions that are recorded, you agree to the recording, and you understand that your image, voice, and name may be disclosed to classmates. You also understand that recordings will be made available in myCourses to students registered in the course.

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

1. Discuss several historical conditions and events that have shaped sport, recreation, and leisure in Montréal, Québec, and Canadian society since the late 17th 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 competences 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. 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 class-time is required. Attending classes and being on time and well-prepared is a given. If you need to miss a class due to an illness or for any other personal reason, **an email to myself or the TA prior to the missed class is required.** After two missed classes, we will have an in-person conversation to see if further work is required to meet course expectations.

Opportunities to Demonstrate Learning:

MIDTERM & FINAL EXAMS: 20% each

Your mid-term and final exams provide important opportunities to demonstrate your comprehension of both in-class sessions and other assigned materials.

Midterm Exam:	20%
Final Exam:	20%
Essay Proposal:	10%
Major Essay:	30%
<u>Olympic Video Pres.:</u>	<u>20%</u>
Total:	100%

Exams will not be cumulative content-wise; however, answers may be conceptually-linked. More specific details will be provided throughout the semester to help focus your preparation.

Midterm Exam

Posted: Monday February 15th, 2021 @ 8:35am.

Due: Wednesday February 17th, 2021 @ midnight.

Final Exam

Posted: Monday March 29th, 2021 @ 8:35am.

Due: Wednesday March 31st, 2021 @ midnight.

PROPOSAL FOR MAJOR ESSAY: 10%

Due: Monday February 8th, 2021 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:

*Other assignment details posted on MyCourses.

MAJOR ESSAY: 30%

Due: Monday March 15th, 2021 at the **start** of class.

- (For detailed feedback)

Due: Monday March 22nd, 2021 at the **start** of class.

- (For grade only)

The major paper is on a topic agreed to by both of us (including the TA team). 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 for some ideas.

*Other assignment details posted on myCourses.

OLYMPIC VIDEO PROJECT: 20%

Due April 6th, 2021 by 12pm.

In groups of four, your task is to research, record, and defend a video presentation that identifies and unpacks the politics associated with a particular Olympic Games, or related competition (e.g., the Gay Games, Paralympics, etc.). You are encouraged to think about politics broadly, as opposed to limiting your analysis to only state and/or global geopolitics.

Please note that, in order to avoid redundancy, **no two groups will present on the same topic** (so you are encouraged to submit your choice early!). Your topic must also be pre-approved by your instructor **by no later than Feb 22nd, 2021**.

*Other assignment details posted on MyCourses.

NOTE ON ASSIGNMENT SUBMISSIONS

All assignments must be submitted on myCourses unless otherwise stipulated. **Late assignments will be docked 10% per day.**

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

<u>Letter Grades</u>	<u>Percentages</u>
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/).

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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.

The ***Principles of Practice, Behaviour and Ethical Conduct for Teacher Candidates*** (formerly Code of Conduct for Student Teachers) are in place to emphasize the importance of professionalism in teaching. These '***Principles***' extend to all aspects of your teacher education program including coursework and field placements. Education is premised on a fundamental moral commitment to advance and construct knowledge and to ensure human understanding and respect for individual and collective well-being and integrity. The moral imperative of respect translates into the following guiding principles that assume a student-centred perspective reflected in the Québec Education Program as well as Québec Professional Teaching Competencies.

- A. Act with Integrity
- B. Communicate with integrity
- C. Use social media and technology responsibly
- D. Demonstrate respect for equity and diversity
- E. Demonstrate respect for human dignity
- F. Demonstrate respect for confidentiality and privacy
- G. Demonstrate respect for the teaching professional
- H. Demonstrate Respect for Existing Ethical Codes and Professional Standards