

MCGILL UNIVERSITY
Department of Kinesiology and Physical Education

Historical Perspectives
EDKP 394

Winter 2023
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: An historical survey of the form and function of organized sport and physical education in the Western world and Canada/Québec. Military and educational influences, government initiatives, and international sport bodies will be the core of the course. Special attention will be paid to a host of taken for granted 'truths' related to race, class, gender, sexuality, and the body.

Course Format: The primary format will be weekly lectures. The interaction from the students is more than welcomed during these lectures. Some guest lecturers will be invited in class. Summary of academic readings will be also be part of the course.

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

1. Critically examine how sport, recreation, & leisure are connected to broader socio-historical and economic-political issues.
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. Discuss several historical conditions and events that have shaped sport, recreation, and leisure in Québec and Canadian society since the 17th century.

4. Discuss the relationship of both Montréal and 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 guest lecturers. You will also be required to scrutinize these materials and, when necessary, replace inadequate viewpoints with more sophisticated arguments rooted in evidence.

EVALUATIONS:

Evaluation will consist of 2 exams and 4 reading summaries, following this schedule:

Midterm Exam

Tuesday February 21st, 2023 @ 11:35am.

Reading summaries

Thursday January 26th, 2023 @ 5:00pm

Thursday February 16th, 2023 @ 5:00pm

Thursday March 16th, 2023 @ 5:00pm

Thursday April 6th, 2023 @ 5:00pm

Final Exam

Tuesday April 11th, 2023 @ 11:35am.

MIDTERM & FINAL EXAMS: 30% each

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

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.

4 READING SUMMARIES: 10% each

There will be 4 reading summaries to hand out. Each will be about specific topics from academic articles or chapters from academic books, each would be about 15-20 pages long. Each reading will be chosen by the students from what is available at the McGill Library, on MyCourses, or from the bibliography of this course outline. The specifics of the summaries will be explained in class.

The topics are:

- 1- History of physical education in Europe and/or USA
- 2- History of sports in Europe and/or USA
- 3- History of physical education in Canada and/or Québec
- 4- History of sports in Canada and/or Québec

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

COURSE CALENDAR

Month	Tuesday	Thursday
January		5: Presentation and introduction to course
January	10: Readings and History	12: Ancient Greece
January	17: Ancient Rome	19: Enlightenment
January	24: Modern Times	26: 20 th Century Summary #1
January-February	31: History of sports	2: History of sports and Doping
February	7: Modern Olympic Games	9: Modern Olympic Games
February	14: Sports and refugees. Guest lecturer: Shoaib-Hasan Shaikh	16: Women's sports Summary #2

February	21: Mid-Term Exam	23: Physical activity in New France
March	7: Lacrosse National Game. Guest lecturer: Daniela Solomon	9: Physical education in Québec
March	14: McGill's 100 years of physical education. Guest lecturer: Dr. Greg Reid	16: Institutions and Catholic Clergy Summary #3
March	21: Federal and Provincial Governments' implications	23: Sports in Québec and Canada
March	28: Sports in Québec and Canada	30: History of hockey
April	4: History of hockey	6: History of hockey Summary #4
April	11: Final Exam	

* A city tour will be organized at the end of the course to visit some of the sites mentioned in the class. The date will be determined by the group.

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International Journal of Sports History, London, UK. (vol. 4 +) (digital journal)

Canadian Journal of the History of Sport/ Revue Canadienne de l'Histoire des Sports, University of Windsor, Ontario. (vol. 1-26)

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Canadian Association for the Advancement of Women's Sport : <http://www.caaws.ca/>

IOC : <http://www.olympic.org/>

ISHPES : <http://ishpes.org/home/>

LA84 Foundation : <https://digital.la84.org/>

NASSH : <http://www.nassh.org/>

Panthéon des sports du Québec: <http://www.rds.ca/pantheon/>

Sport Canada : www.canada.ca/en/services/culture/sport.html

Centre for Sport Policy Studies: [Centre for Sport Policy Studies | UofT - Faculty of Kinesiology & Physical Education \(utoronto.ca\)](http://www.utoronto.ca/csp/)

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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](http://www.utoronto.ca/officeforstudentswithdisabilities/), 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