

MCGILL UNIVERSITY
Department of Kinesiology and Physical Education

Historical Perspectives
EDKP 394

Winter 2024
Course Outline

Prof. Jordan Koch

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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 national mythology and broader nation-building processes. This course invites students to think critically about these issues through the prism of Canadian history. Special attention will be paid to a host of taken for granted 'truths' related to race, class, gender, sexuality, and the body.

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 the relationship of both Montréal and McGill University to the making of modern sport in Canada.

Additional Learning Outcomes and Professional Competencies for Teachers:

Although all thirteen professional competencies are interrelated in the *Reference Framework for Professional Competencies for Teachers*, this course will help students to develop the following competences in particular:

Competency 1: *Act as a cultural facilitator when carrying out duties.* **Competency 7:** *Take into account student diversity.* **Competency 11:** *Commit to own professional development and to the profession.*

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 the required content will be posted on MyCourses.

Participation and Attendance Policy:

We see you as colleagues. As far as we're concerned, one day we all may be teaching in the same place. Our expectations for you, and for ourselves, are extraordinarily high. We expect that we all 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 for any professional program. If you need to miss class due to an illness or for any other personal reason, **an email to BOTH TAs 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: 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.

Midterm Exam

In-Class: Monday February 19th, 2024 @ 10:05am.

Final Exam

In-Class: Wednesday March 27th, 2024 @ 10:05am.

OLYMPIC POSTER PROJECT: 30%

In groups of three, your task is to research, create, and defend a poster 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, to avoid redundancy, **no two groups will present on the same topic** (so you are encouraged to submit your choice early!). Your topic must be pre-approved by your instructor **by no later than March 10th, 2024.**

Teams must submit both a hard and digital copy of their posters.

Due by 10:05 AM on April 10th, 2024.

In-class presentation dates: **April 10th and April 11th, 2024.**

*Other assignment details posted on MyCourses.

MELS PC ASSESSMENT: 10%

During your teaching practicums, your MELS professional competencies are assessed by both your CT and your university facilitator. These competencies will also be used in your post-graduation teaching assessments and include proficiencies such as: *To commit to own professional development and to the profession.* In EDKP 394, you will also be expected (and evaluated upon your ability) to demonstrate PCs by: arriving to class on-time, being well-prepared, and by engaging your peers in respectful and thought-provoking dialogue.

* Due: last day of class (printed and submitted in-person)

*See rubric posted on myCourses for further information.

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. We accept no responsibility for non-mcgill.ca account emails sent to us. 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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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.

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