

**MCGILL UNIVERSITY**  
**Department of Kinesiology and Physical Education**

**Historical Perspectives**

**Winter 2019**  
**Course Outline**

**Prof. Jordan Koch, PhD**  
**Office:** Currie Gymnasium Building, A212

**Email:** [jordan.koch@mcgill.ca](mailto:jordan.koch@mcgill.ca)  
**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 19<sup>th</sup> century.

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

**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 Montreal, Quebec, and Canadian society since the late 19<sup>th</sup> century.
2. Explain how sport, recreation, and leisure have functioned as sites where class, gender, racial, ethnic and cultural inequalities are/were 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, 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 and your group partners prior to a missed class or seminar experience is required.** After two missed classes, we will have a 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:

#### POP QUIZZES: 15%

Delivered at the start of class or immediately following our mid-class break.

A total of 6 pop quizzes will be administered sporadically throughout the term. The quizzes will be valued at 3% each, approximately 5 mins in duration, and be focused upon the day's assigned readings. Students will be free to ditch their lowest quiz score.

Pop Quizzes:	15%
Essay Proposal:	10%
Major Essay:	30%
Group Project:	30%
<u>Group Presentation:</u>	<u>15%</u>
Total:	100%

#### PROPOSAL FOR MAJOR ESSAY: 10%

Due: Friday February 1<sup>st</sup>, 2019 at the **start** of class.

The proposal will be one page in total length (plus or minus 5%), following the 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 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%

Due: Friday April 5<sup>th</sup>, 2019 at the **start** of class.

- (For detailed feedback)

Due: Friday April 12<sup>th</sup>, 2019 at the **start** of class.

- (For grade only)

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.

Your paper may explore any number of issues relating to the history of Canadian sport, recreation, and leisure but it must from a theoretical standpoint address the relationship between these issues and the broader societal context.

Structurally, the paper must include:

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

\*Other assignment details posted on MyCourses.

**GROUP PROJECT: 30%**

Due March 22<sup>nd</sup>, 2019, at the **start** of class.

As part of the class requirements, you (and three-to-four randomly selected classmates, if the numbers warrant it) are required to create and present a digital visual essay on the platform Scalar (you will be trained on how to use the platform). Your visual essay must present an analysis on a **contemporary issue** in global sport, recreation, or leisure. Of course, there’s a rub... your group 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.

\*Other assignment details posted on MyCourses.

**ORAL PRESENTATION: 15%**

Presentations start February 8<sup>th</sup>, 2019, and will continue until the last class.

As part of the class requirements you (along with the other members of your ‘interactive group project’) are required to present a 20 MINUTE POWERPOINT that showcases the central/developing arguments of your group’s interactive project. Your presentation will be followed by approx. 10-minutes of group-led critical discussion.

\*Other assignment details posted on MyCourses.

**NOTE ON ASSIGNMENT SUBMISSIONS**

In addition to paper copies, all assignments must be emailed to [jordan.koch@mcgill.ca](mailto:jordan.koch@mcgill.ca)

Please use your mail.mcgill.ca account for **all** correspondence with me. 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 (Monday and Friday are probably most useful, though when you check them is entirely up to you).

*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/](http://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/](http://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.