

McMaster University, Department of History
Fall 2016 History 765: Canadian Sport History

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CALENDAR DESCRIPTION: An examination of selected topics and themes in the historical development of sport and organized physical activity in Canada history.

COURSE OBJECTIVES AND CONTENT: The course is designed to introduce students to the vast and growing literature in the field of Canadian sport history, which blends a variety of types of history (e.g., social history, gender history, urban history, and the history of popular culture, for example). The term sport history is used in this course in its broadest sense, to cover things like amateur and professional leagues, leisure, recreation, exercise, and disciplining the body through physical activity. Topics include: critical issues in sport historiography and the role of theory; masculinities, femininities and their construction through sport; social class, race, gender and sport; sport and ideas of 'nation', 'wilderness', and 'nature'; governments and sport; sport and place, space, and aesthetics; clubs, class, and citizenship; hegemonic sport; and sport, meaning, and representation, among other things.

COURSE FORMAT/INSTRUCTIONAL METHODS: The Instructional approach taken in this seminar class aims to help students to learn on their own, and to become lifelong learners and active researchers. Students will be introduced to the subject matter through their reading of the most current scholarly literature on Canadian sport history (secondary sources - 2°) and through their gathering and critically examining primary source documents (1°). Since this is a seminar, students will take turns acting as discussion facilitators, generating readings questions, and leading class discussion as well as posting post-hoc reflections following classes through Avenue to Learn Discussions. Students will enhance their skills in critical reading, writing, analysis, through participating in the peer-review process throughout the year, presenting their work in both written and verbal forms.

TEXTBOOKS, MATERIALS, & FEES: We will be using the Hist 765 ATL web site and its Class Discussions Area for a list of the course readings and ongoing class communication in addition to email. It will also provide weekly topic-related www sites; assignment instructions and information; weekly seminar readings study questions; and a place for required discussion and post-hoc discussion postings. Be sure to come to class prepared with your ATL and email account already accessed. To log in at the Hist 765 ATL go to:

<http://avenue.mcmaster.ca/> Since we are using ATL students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor. Discussions may not be recorded in any electronic format without the express and written permission of the instructor.

COURSE EVALUATION:

Seminar participation 25% - weekly discussions and facilitation; question framing; peer review; post hoc analyses and postings, etc

Weekly activities 20% - 2° Synopses/Outlines/Annotations/biblio, etc; 1° source id + sig, etc. Approx 1 ½-2 single spaced pages max per week

Assignment #1 + peer review 15% - see ATL for instructions

Assignment #2 + peer review 15% - see ATL for instructions

Final exam 25% - written and oral

To pass, students must attend classes, read the required readings, actively participate in the Hist 765 ATL and class discussions, lead seminar discussions and presentations, submit and present all course activities, assignments, presentations, post-hoc analyses of class discussions, and papers on the day and at the time that

they are scheduled to be due. Twenty-five percent of the final grade is devoted to seminar participation - for the discussion of the readings and for class discussion and question-asking and question-answering related to course readings and other work. Students must therefore come to class prepared to discuss and critically analyze the seminar readings and other types of assigned work and to reflect upon these discussions after the class through post-hoc discussion postings. It's best to develop a weekly schedule to keep up with course reading and your research. Students will also conduct confidential weekly self-assessments of their seminar participation (assessing both the quality and the quantity of their contributions) and regularly assess the participation of others. Students will be forwarded specific instructions throughout the year via the Hist 765 ATL regarding Assignments #1 and #2.

Since you must write well to effectively present your ideas, all course material (including things like the creating of readings questions and participation in Hist 765 ATL discussions) is graded on content and writing style, among other things. Write clearly and concisely. Use the active - not passive - voice. Create carefully-worded topic sentences for your paragraph arguments. Omit needless words and jargon. Remember, good writing typically involves several drafts. Unless otherwise noted, all assignments must be submitted at the beginning of class on the day that they are due. While extensive referencing of secondary sources is required, your assignments will be written entirely in your own words (no quotations from other works permitted). Citations will be formatted according to the Turabian/Chicago Style. Format examples for this style are available online: <http://library.mcmaster.ca/guides/turabian.htm> You will also provide post-hoc reflections on/analyses of the readings and class discussions on ATL by the end of the day of class.

POLICY ON MISSED WORK, EXTENSIONS, AND LATE PENALTIES: Because of course deadlines and the importance of peer review to each of the assignments, late papers will receive a grade of zero. If you find that you are having acute difficulties (e.g., documented illness, death in the family, any other dramatic event which impedes your ability to do your work in this class) contact the Instructor as soon as you realize something is wrong either by email (bouchier@mcmaster.ca) or phone so that alternate arrangements may be worked out. I will always help out students in need of special consideration and accommodation. In all cases, it is YOUR responsibility to follow up with me immediately to see if an extension or other accommodation will be granted, and what form it will take. There are NO automatic extensions or accommodations. The University provides a variety of support services to help students manage their many demands. Reference librarians can provide invaluable research assistance. The Student Accessibility Services Centre (SAS) provides assistance with personal as well as academic matters. MUSC B107 and <http://sas.mcmaster.ca/>

Academic Dishonesty: You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at <http://www.mcmaster.ca/academicintegrity>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Email correspondence policy: It is the policy of the Faculty of Humanities that all email communication sent from students to instructors (including TAs), and from students to staff, must originate from each student's own McMaster University email account. This policy protects confidentiality and confirms the identity of the student. Instructors will delete emails that do not originate from a McMaster email account.

Modification of course outlines: McMaster University reserves the right to change or revise information contained in course outlines in extreme circumstances. If a modification becomes necessary, reasonable

notice and communication with the students will be given with an explanation and the opportunity to comment on changes. It is the responsibility of students to check regularly their primary email account via their @mcmaster.ca alias and course websites.

Academic Accommodation for Religious, Indigenous and Spiritual Observances

Students requiring academic accommodation based on religion and spiritual observances should follow the procedures set out in the Course Calendar or by their respective Faculty. In most cases, the student should contact his or her professor or academic advisor as soon as possible to arrange accommodations for classes, assignments, tests and examinations that might be affected by a religious holiday or spiritual observance.

CLASS SCHEDULE: Each week you will read assigned Readings (both scholarly secondary sources and primary sources) for the week's period/topic. See the weekly folders of the Hist 765 ATL. You will also submit a weekly Readings Activity (e.g., synopsis sheet; outline; reaction paper, etc.) for one reading per week, marked below by # (or decided upon after consultation with the instructor). These Activities should be no longer than 1 - 1 ½ pages single spaced and they are intended to provide you with various ways in which to identify and write about the central themes and debates that emerge from the assigned secondary source (2°) readings, and examining/problematising the primary sources (1°) related to and used in them. The assessment of the weekly Readings Activity Sheets will be factored into the Seminar Participation grade. For each class involving assigned readings for discussion, students will submit a predetermined number of Readings Questions by email to the instructor by 5 pm the night before (i.e., by Mon 5pm for our Tues class). She will collate the questions and post them by 9 pm that night on ATL. During class students will work together to discuss the readings, answer study questions and other questions, and build notes to prepare for the final exam from the discussions. Be sure to bring your copy of the questions to class every time.

Week 1: 8 Sept Introduction to Hist 765

1. No assigned readings but go to Hist 765 ATL and respond to the discussion posting **before** this first class [the Discussions icon is found in the maroon banner at the top of the ATL home page];
2. respond to the discussion question [hereafter called a post hoc discussion] after class by the end of the day.
3. before week 2 read: **1.1 Bloom's Taxonomy and Types of Questions using Bloom's Taxonomy** from IUPUI Center for Teaching and Learning (Dec 2002) and **1.2 Bloom's Taxonomy Revised: A Model of Learning Objectives** from Iowa State University [http://www.celt.iastate.edu/teaching-resources/effective-practice/revised-blooms-taxonomy/Bloom's Taxonomy](http://www.celt.iastate.edu/teaching-resources/effective-practice/revised-blooms-taxonomy/Bloom's_Taxonomy)
4. before week 2 complete the [DOT@Mac](#) online tutorial on Database basics and Keyword searching;
5. if you do not already have them, sign up for a [RACER](#) [link on ATL]

Week 2: 15 Sept Introduction Sport in Canada

[Read **all** of the readings listed below and submit one question for each of the five readings by 5pm Mon night to bouchier@mcmaster.ca; this week's **Reading Activity** for readings 2.1-2.5: write a one-page single-spaced response paper to **one** of the readings; bring this response to class. [Response papers are just an analysis of/argument about the work that you choose to write about written entirely in your own words; you are responding to/analyzing the reading in a thoughtful way, for example, responding to a question like, 'what does this primary source document tell you about sport in Canada when it was published?']

- 2.1 - 1° Marshall McLuhan, *Baseball is Culture*. [1952] in William Humber and John St. James. *All I Thought About was Baseball. Writings on a Canadian Pastime*. TO: UTP, 1996, 209-214.
- 2.2 - 1° Marie-Claude Langlois, et al., *Sport Canada and the Public Policy Framework for Participation and Excellence in Sport* (Ottawa: Library of Parliament, Publication No. 2013-75-E, 25 July 2013).
- 2.3 1° Michael Bloom, Michael Grant, and Douglas Watt. Preface; Contents; Executive Summary; Introduction. in Idem., *Strengthening Canada: The Socio-economic Benefits of Sport Participation in Canada*. Canada: Conference Board of Canada, 2005, i-iii; 1-3.
- 2.4 1° Alexandra Schwenger, Liam McGuinty, and Ontario Chamber of Commerce. *Beyond the finish line : ensuring a successful legacy for the Toronto 2015 Pan Am & Parapan American Games*. (Ottawa, Ontario : Canadian Electronic Library, 2015), 1-7 [**Skim the rest**]
- 2.5 1° Canada, *Debates of the House of Commons*. National Sport Act. 27 April 1994, 3594-3608.

Week 3: 22 Sept Sport History, Theory, and Historiography

- weekly activity: write a 1 ½ page response paper to one of the readings below (3.1-3.4)

3.1 Richard Gruneau, Modernization or Hegemony: Two Views on Sport and Social Development. in Jean Harvey and Hart Cantelon, eds., *Not Just a Game*, 9-32. Ottawa: University of Ottawa Press, 1988, 9-32.

3.2 Doug Booth, An Introduction to Sports Historiography. In Idem. *The field : truth and fiction in sport history*. London: Routledge, 2005, 5-22; 223-227. **[read this piece lightly]**

3.3 Allen Guttman. Review Essay: The Ludic and the Ludicrous. *International Journal of History of Sport* 25(1)(2008), 100-112.

3.4 Colin Howell, Assessing Sport History and the Cultural and Linguistic Turn. *Journal of Sport History* 34(3)(Fall 2007), 459-465.

3.5 Synthia Sydnor, A History of Synchronized Swimming. *Journal of Sport History* 25(2)(Summer 1998), 252-267. **[just scan this piece – read it lightly to get its gist]**

3.6 Mel Adelman, Table I: The Characteristics of Premodern and Modern Ideal Sporting Types. In Idem., *A Sporting Time: New York City and the Rise of Modern Athletics, 1820-1870*. Urbana: University of Illinois Press, 1986, p.6. **[just familiarize yourself with this chart]**

Week 4: 29 Sept Sport and Masculinities

4.1 # Mary Louis Adams. The manly history of a 'girls' sport: Gender, class and the development of nineteenth century figure skating. *International Journal of History of Sport* 24(7)(2007), 69-88.

4.2 Kevin B. Wamsley and Robert S. Kossuth. Fighting it Out in Nineteenth Century Upper Canada/Canada West: Masculinities and Physical Challenges in the Tavern. *Journal of Sport History* 27(3)(Fall

4.3 Stacy L. Lorenz and Geraint B. Osborne. Talk About Strenuous Hockey: Violence, Manhood, and the 1907 Ottawa Silver Seven-Montreal Wanderer Rivalry. *Journal of Canadian Studies* 40(1)(Winter 2006), 125-156.

Week 5: 6 Oct Sport and Peoples of First Nations, Then and Now

5.1 # Bill Parenteau, Care, Control and Supervision: Native People in the Canadian Atlantic Salmon Fishery, 1867-1900. *Canadian Historical Review* 79(1)(1998), 1-35.

5.2 Janice Forsyth, Bodies of Meaning: Sports and Games at Canadian Residential Schools. In Idem, *Aboriginal Peoples and Sport in Canada: Historical Foundations and Contemporary Issues* (Vancouver: UBC Press, 2012).

5.3 Downey, Allan. Engendering Nationality: Haudenosaunee Tradition, Sport, and the Lines of Gender. *JCHA/Revue de la Société historique du Canada* 23, no. 1 (2012): 319-354.

5.4 – 1° Heine, Michael. Traditional Skills, and Traditional Games. In Idem., *Dene Games. A Culture and Resource Manual*. Calgary: Sport North Federation & MACA, 1999, 1.13-1.20; 1.21-1.34.

Week 6: 13 Oct No Class Mid term break

Week 7: 20 Oct Sport, 'Nation,' and Canadian Identity

7.1 # Gillian Poulter. 'Men of the North:' Canadian Sport Hunting. In Idem., *Becoming Native in a Foreign Land: Sport, Visual Culture & Identity in Montreal 1849-1885*. Vancouver: University of British Columbia Press, 2009, 65-116.

7.2 Michael A. Robidoux. Imagining a Canadian Identity through Sport: A Historical Interpretation of Lacrosse and Hockey. *Journal of American Folklore* 114(456)(2002), 209-225.

7.3 Barney, Robert K., and Michael H. Heine. 'The emblem of one united body... one great sporting Maple Leaf:' The Olympic Games and Canada's quest for self-identity. *Sport in Society* (2014): 1-19.

7.4 - 1° W.G. Beers, Lacrosse - the National Game of Canada. In *Lacrosse the National Game of Canada*. Montreal: Dawson Bros., 1869, 57-60.

Week 8: 27 Oct Sporting Wests

8.1 #Mary Ellen Kelm, A Sport, Not a Carnival Act: Transforming Rodeo from Performance to Sport. In Idem, *A Wilder West: Rodeo in Western Canada*. Vancouver: UBC, 2011, 107-132; 260-263.

8.2 J. Kerin Cronin, An Invitation to Leisure: Picturing Canada's Wilderness Playgrounds. In Idem, *Manufacturing National Park Nature*. Vancouver: UBC Press, 2011, 70-105; 171-177.

Week 9: 3 Nov Games and Empires

9.1 # Gorman, Daniel. Amateurism, Imperialism, Internationalism and the First British Empire Games, *International Journal of the History of Sport*, 27(4)(2010), 611- 634.

9.2 Michael Dawson, Acting global, thinking local: 'Liquid imperialism' and the multiple meanings of the 1954 British Empire & Commonwealth Games, *International Journal of the History of Sport*, 23(1)(2006), 3- 27.

9.3 Cora McCloy, Canada Hosts the World: An Examination of the First Federal Sport Hosting Policy (1967), *International Journal of the History of Sport*, 26(9)(2009), 1155-1170.

Week 10: 10 Nov Place, Space, and Aesthetic Constructions

10.1 Patricia Vertinsky. Locating a Sense of Place: Space, Place and Gender in the Gymnasium. In *Sites of Sport, Space, Place and Experience*. London: Frank Cass, 2004, 8-24; 205-9.

Assignment #1 Peer review

Week 11: 17 Nov Sport and Governments

11.1 Jean Harvey, Sport Policy and the Welfare State: An Outline of the Canadian Case. *Sociology of Sport Journal* 5(1988), 315-29.

11.2 David Whitson, Jean Harvey, Marc Lavoie. The Mills report, the Manley subsidy proposals, and the business of major-league sport. *Canadian Public Administration*, 43 (2) (June 2000), 127-156.

11.3 Genvieve Rail, Contextualizing the Mills Report: Professional Sport, Corporate Welfare, and the Canadian State. *Avante*, 6(1)(2000), 1-11.

Week 12: 24 Nov Fitness and the Nation

12.1 Karen L. Wall, 'A Vain Shadow:' Fitness, Discipline, and Social Control, in Idem, *Game Plan: A Social History of Sport in Alberta* (Edmonton: U of A Press, 2012), 191-224; 400-406.

Assignment #2 Peer review

Week 13: 1 Dec Hegemonic Sport on Ice

13.1 # Field, Russell. Passive Participation: The Selling of Spectacle and the Construction of Maple Leaf Gardens, 1931. *Sport History Review* 33, no. 1 (2002): 35-50.

13.2 Karen Skinazi. The Mystery of a Canadian Father of Hockey Stories: Leslie McFarlane's Break Away from the Hardy Boys. In Andrew C. Holman, ed. *Canada's Game: Hockey and Identity*. Montreal: McGill-Queen's University Press, 2009, 98-126.

13.3 Field, Russell. Manufacturing Memories and Directing Dreams: Commemoration, Community, and the Closing of Maple Leaf Gardens. *International Journal of Canadian Studies/Revue internationale d'études canadiennes* 35 (2007): 61-93.

13.4 Bruce Kidd, The Making of a Hockey Artifact: A Review of the Hockey Hall of Fame. *Journal of Sport History* 23(3)(Fall 1996), 328-334.

Final Exam (written and oral) dates TBA