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; Indigenous sport and praxis; 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 - 2o) and through their gathering and critically examining primary source documents (1o). 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% - instructions to come
Assignment #2 + peer review 15% - instruction to come
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, exams, 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-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.

Please contact me if you need accommodation for any reason (e.g., for religious and spiritual observances, disability, or anything else), and arrangements will be made.

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.

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 (2o ) readings, and examining/problematising the primary sources (1o ) 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: no class
1. Go to Hist 765 ATL and respond to the discussion posting before week 2 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.

Week 2: 10 Jan Introduction to Hist 765
- weekly reading activity: create 6 questions (1 from each level of Bloom’s Taxonomy from lower order to higher order thinking skills - remember; understand; apply; analyze; evaluate; create) for 2.1 Martin
2.1 Lawrence Martin, “Sport belongs at the core of Canada’s Story.” Globe and Mail 14 June 2016;
2.2 Bloom’s Taxonomy Revised: Key Words, Model Questions, & Instructional Strategies (IUPUI, 2002)
2.3 Bloom’s Taxonomy Revised: A Model of Learning Objectives (Iowa State U)
3. if you have never before done it, before week 2 complete the DOT@Mac online tutorial on Database basics and Keyword searching [link on ATL];
4. if you do not already have them, sign up for a RACER [link on ATL]

Week 3: 17 Jan Introduction Sport in Canada
[Read all of the readings listed below and submit one question for each of the five readings by 5pm Tues night to bouchier@mcmaster.ca;]
- weekly reading activity: for readings 3.1-3.5: write a well-written one-paragraph single-spaced response 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?’ Write it entirely in your own words (no quotations), in the active voice, with a well-constructed topic sentence that directly forwards your argument about the source]
3.3 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.
3.4 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]


Week 4: 24 Jan Sport History, Theory, and Historiography
- weekly reading activity: write a 1 page response paper to one of the readings below (4.1-4.4)
4.5 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]

Week 5: 31 Jan Sport and Masculinities
- weekly reading activity: TBA

Week 6: 7 Feb Sport and People of First Nations, Then and Now
- weekly activity: TBA

Week 7: 14 Feb Sport, ‘Nation,’ and Canadian Identity
- weekly reading activity: TBA
Week 8: 21 Feb No Class Mid term break

Week 9: 28 Feb Sporting Wests
Assignment #1 draft due for peer review in class
- weekly reading activity: TBA

Week 10: 7 March Games and Empires
- weekly reading activity: TBA

Week 11: 14 March Work in Progress Class - Assignment #2
- weekly reading activity: TBA

Week 12: 21 March Sport and Governments
- weekly reading activity: TBA
12.2 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.

Week 13: 28 March Fitness and the Nation
- weekly reading activity: none
Assignment #2 Peer review

Week 14: 4 April Hegemonic Sport on Ice
- weekly reading activity: TBA
14.3 Jessica Langston and Mike Chaulk. "Revolution Night in Canada: Hockey and Theatre in Tomson Highway’s Dry Lips Oughta Move to Kapuskasing." Theatre Research in Canada/Recherches théâtrales au
Canada 35, no. 2 (2014).

Final Exam (written and oral) dates TBA