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, succinct writing, and analysis, through participating in the peer-review process throughout the year, presenting their work in both written and verbal forms. Assignments are submitted twice; initially for peer review and then as revised.

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: assignments in this course are short and succinct

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Description</th>
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<tr>
<td>Seminar participation</td>
<td>25%</td>
<td>- weekly discussions and facilitation; question framing; peer review; post hoc analyses and postings, etc</td>
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<tr>
<td>Weekly activities</td>
<td>20%</td>
<td>- 2o Synopses/Outlines/Annotations/biblio, etc; 1o source id + sig, etc. Approximately 1 single spaced page per week</td>
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<tr>
<td>Assignment #1 + peer review</td>
<td>10%</td>
<td>- instructions to come (a 1 ½ page book review) due Week 8: 26 Feb due for peer review in class; revised version due Week 9 5 March</td>
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<tr>
<td>Assignment #2 + peer review</td>
<td>20%</td>
<td>- instructions to come (a short assignment based upon secondary Sources – roughly 2 ½ pages single space, excluding notes, annotations, and bib) due for peer review in class Week 12: 26 March; revised final version due in class Week 13: 2 April</td>
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Final exam  25% - written (3 hours) and oral (15 min) done in two time slots over two days (written, then oral). You will receive a copy of your written exam answers to prepare for the oral the next day. The first oral exam question is: “is there any answer that you would like to add to/change…”

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-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.

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; 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/problematizing 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 Jan Introduction to Hist 765
1.1 Before class respond to the question posted on the ATL Discussion site found in the maroon banner at the top of the ATL home page
1.2 Before class read the Hist 765 Course outline and familiarize yourself with course layout and readings
1.3 We will have a low-level class discussion of Bloom’s taxonomy and together practise applying it to the readings by creating discussion questions (see below items 1.4 and 1.5) from lower order to higher order thinking skills – i.e., question that ask: remember; understand; apply; analyze; evaluate; and create). We will be applying the taxonomy to a reading of your choice that you have read before class - EITHER 1.3A Lawrence Martin, “Sport belongs at the core of Canada’s Story.” Globe and Mail 14 June 2016 OR 1.3B Forrest D. Pass, "Research Note: Material Culture and the Meaning of Rough Sports in 19th Century Canada: The Case of ‘Champion Hecter.’" Journal of Sport History 42, no. 2 (2015): 220-226.
1.4 Familiarize yourself with 1.4A Bloom’s Taxonomy Revised: Key Words, Model Questions, & Instructional Strategies (IUPUI, 2002) and 1.4B Bloom’s Taxonomy Revised: A Model of Learning Objectives (Iowa State U)
1.5 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];
1.6 If you do not already have them, sign up for a RACER interlibrary loan [link on ATL] account
1.7 Go to Hist 765 ATL and respond to the discussion posting within 24 hours [hereafter this weekly practice is called a post hoc discussion] of class; it’s best to do this when the material is still fresh in your mind, i.e., by the end of the day.

Week 2: 15 Jan Introduction - Sport in Canada
[Read all of the readings listed below and submit one question for each of the five readings by 5pm Monday night to bouchier@mcmaster.ca – you will be submitting readings questions in this way every week, however the number and type of questions will vary from week to week as announced in class and listed on the ATL];
- weekly reading activity: for readings 2.1-2.5: 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 within your own words; you are responding to/analyzing the reading in a thoughtful way, for example, responding to a question like, ‘evaluate the gist of the author’s argument’ or ‘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]


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]


**Week 3: 22 Jan** Sport History, Theory, and Historiography
- weekly reading activity: write a 1/2 page single spaced response paper to one of the readings below (3.1-3.4). Write your response entirely in your own words, with no citations other than the reading citation at the top of the page, and written in the active voice. Place your name at the top right hand corner of the page.


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]


**Week 4: 29 Jan** Sport and Masculinities
- weekly reading activity: TBA


**Week 5: 5 Feb** Sport and Indigenous Peoples, Then and Now
- weekly reading activity: TBA


**Week 6: 12 Feb Sport, ‘Nation,’ and Canadian Identity**
- weekly reading activity: TBA


**Week 7: 19 Feb No Class Mid term break**

**Week 8: 26 Feb Sporting Wests**

Assignment #1 draft due for peer review in class
- weekly reading activity: TBA


**Week 9: 5 March Games and Empires**

Assignment #1 revised version due in class
- weekly reading activity: TBA


10.4 1° British Empire Games Program, 1930

10.5 1° "Hamilton Ontario. 'Three Cheers for England's Athletes!' 1930 BEG Video clip [https://www.youtube.com/watch?v=hdWqu96OSdU][1:13 min]

**Week 10: 12 March Work in Progress Class - Assignment #2**
- weekly reading activity: TBA

**Week 11: 19 March Sport and Governments**
- weekly reading activity: TBA

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.


**Week 12: 26 March  Fitness and the Nation**

**Assignment #2 Peer review due in class**

- weekly reading activity: none


12.2 1° RCAF VBX Plan for Physical Fitness

12.3 RCAF XBX Plan for Physical Fitness

12.4 1° CBC Digital Archives Canada’s fitness movement: 5 basic RCAF exercises [http://www.cbc.ca/archives/entry/canadas-fitness-movement-5-basic-exercises][radio 5:24]

**Week 13: 2 April  Hegemonic Sport on Ice**

**Assignment #2 revised final version due in class**

- weekly reading activity: TBA


**Week 14: 9 April Wrapping Up**

**Final Exam (written and oral) dates TBA**
Assignment #1 due for peer review in class Week 8: 26 Feb; final revised version due in class Week 9 5 March

Book Review 10% - a review of a scholarly research monograph (one approved by the Instructor that cites primary and secondary sources of information). Maximum length - 1 ½ pages single spaced, citation in Turabian/Chicago style, 12 pt font; normal 1" margins. Write your name and student number at the top right hand corner and the citation of the work above the review, as in Weekly Assignments. Simply staple the pages together in the top left hand corner. Do not use a duotang, cover, or other type of attachment.

Due date: bring the original plus 5 copies of the book review to class for peer review during class in Week 8: 26 Feb. Peer review will be done on the papers during the class and the Instructor will also give feedback which you will take home after class. One copy of revised final version due Week 9 5 March at the beginning of class.

General Description of Assignment
Assignment #1 is of the groundwork needed for your later Assignment #2, which involves creating an edited book on your research topic that the Instructor has approved.

Read the Purdue (OWL) "Book Review Help Sheet," as well as those from U of T and Dalhousie Universities on our ATL site homepage under the Course Resources Widget. A book review is not the same as a book report and to be successful in this assignment you need to really understand that a book review is a scholarly analysis and critique of a book, which is not the same as a simple retelling of the book's contents that is found in a report.

Your book review will have good, strong paragraph development and well-chosen paragraph topic sentences. Your very first topic sentence should specifically aim to convey a sense of the book author's argument as well as your argument about the relative merits of the author's argument. Since this is an exercise in academic writing, you will not use the first person ("I"). You will write your review in the active voice, entirely in your own words, with no quotations either from the book reviewed or from other works.

At the top of the first page, you will cite the book using Turabian/Chicago style as found in the ATL Turabian/Chicago Style Guide link, leaving a double space between the citation and the beginning of your first paragraph, which will be indented 5 spaces. There is no need to cite particular pages within the review since everything is in your own words. No other works are to be cited. The rest of the paper will be single-spaced, with no double-space between paragraphs, and with indentations marking the beginning of each paragraph.

Peer-review of Review Assignment - Consult the Peer Review Helpsheet under the Course Widget of our ATL. All class members will participate in the peer-reviews of these works to help refine the analysis and writing of each other's work during the scheduled peer-review class time. During the review class, each student will bring extra copies of their draft and take
a turn reading their draft aloud to the rest of the class (original plus 5 copies — one for each student and one for the Instructor). Each student will read their paper aloud (or have Bouchier read it), while classmates follow along with their hard copies of the paper. The group will then discuss the paper - and the student's argument - critiquing it and making suggestions on how to strengthen its argument and writing. The peer-reviewers will assume various roles, such as the Reader and the Editor. They, along with the review author will write their comments on their copies of the paper; the Instructor will read and assess these comments as part of your weekly seminar participation grade. These marked up copies from the peer-reviewers will then be given back to the author so they may revise their book review for final submission at the beginning of class on Week 9 5 March.

**Writing tools** - Beyond the feedback that you will receive from the peer review Reader and Editor, you may wish to use the very good Windows software tools found in MS WORD [under “Spelling and Grammar” — using the “standard” writing style option] and Word Perfect [under “Grammatik”] located under the Tools menu Aim for clear and concise writing with no jargon, using small words like “use” instead of bigger, more complicated words like “utilize.” Remember, the paper is to be written entirely in your own words (no quotations from the reviewed book or outside sources to be used), and done in the active (not passive) voice. An excellent guide to writing clearly and simply is found in Strunk and White, *The Elements of Style*, available on our ATL site.

For those who are unfamiliar with the “active” and “passive” voices in writing, there is a very good visuallybased description of them that you can see through the “Active and Passive Voice Helpsheet” www link found on our ATL.

**Final Thoughts** - Reread the course outline regarding late papers (which receive a grade of zero) and accommodate (which is always given to students in need). This assignment is designed so that you can learn to focus on key elements of an author's argument and convey your own argument in tight, crisp prose. If you have any questions, don't hesitate to contact the Instructor. Good luck with it.
An Edited book (of Canadian Sport History Scholarly Secondary Sources) in three Parts –

I. A well-chosen title and a short (2 ½ page) Introduction to your edited book

II. a list of the chapters and an annotation for each work included in your book (9-12 works)

III.a Bibliography of further readings related to the topic that includes works in Canadian sport history, sport history generally, Canadian history, and other types of history (25-30 works)

Due date: original + 5 copies of assignment due in class Week 12: 26 March and peer review will be done on the papers during the class [this is the official due date for the assignment]; one copy of revised final version due Week 14 (4 April) at the beginning of class.

General Description of Assignment
Assignment #2 enables you to read more works in the scholarly secondary source literature in the history of Canadian sport about a topic that is of interest to you and provide you with an opportunity to make sense of this literature, assessing these works and repackaging them in an edited collection that conveys your critical assessment of this topic. In this, you will be working entirely from the scholarly secondary (not primary source) literature. Each of the III Parts of this Assignment is interconnected; each builds upon the others and upon Assignment #1. In this Assignment, you will apply all of the critical skills, insights, and approaches that you have learnt in this course through our weekly discussion of the readings. Everything that we have done in our Weekly Activities (reaction papers, outlines, mind maps, etc.), has prepared you for this assignment.

Particulars of Assignment
Part I An Edited Book with a well-chosen Title and Short Essay Introduction – an introductory essay about your topic along with carefully-chosen title that reflects your argument written in 2 ½ pages single spaced (excluding several pages of extensive endnotes reflect the depth and breadth of the scholarly secondary sources literature consulted, as well as commenting/reflecting upon the literature in a substantial and critical way). This introductory essay will involve a well-chosen title, an introduction to the topic generally and its historiographic background/context, as well as an introduction to the works included in your book. The body of your argument will include well-formed paragraphs with well-chosen topic sentences, a conclusion, and extensive source citations that identify the secondary sources used and explain and/or comment more extensively upon them. No primary sources are used.

Part II A Table of Contents and an Annotation for each Chapter – Choose how to best organize your book chapters (e.g., thematically, chronologically, methodologically, etc.), making sure that this organization and its rationale is discussed in your Introduction. Provide Annotations for each of your Chapters, with one short 4-5 line well-written paragraph per chosen source. Consult the OWL at Purdue Annotated Bibliographies and U of T Writing an Annotated Bibliography helpsheets link on ATL.

Part III A Bibliography of Further Readings – a bibliography of at least 25-30 scholarly works related to your topic, alphabetically arranged by the surname of the first author (research monographs and scholarly articles from peer-reviewed journals), single spaced. Organize this bibliography topically in a way that fits into the organization of your book.

Good luck with it. If you have any questions, don’t hesitate to contact me.