



**Course Outline**

**UNIVERSITY STUDIES**

**PERLS 204A**

**Leisure and Sport in Canadian Society**

**Fall, 2014**

**3 CREDITS**

**3 HOURS PER WEEK**

**INSTRUCTOR: Hugh Gordon**

**INSTRUCTOR:** Dr. Hugh Gordon  
**PHONE NUMBER:** (780) 791-4981  
**E-MAIL:** hugh.gordon@keyano.ca  
**OFFICE NUMBER:** S213A

**OFFICE HOURS:**

Monday 9:00 – 9:50  
Tuesday 11:00 – 11:50, 14:00-14:50  
Thursday 13:00 – 13:50  
Friday 13:00 – 13:50  
Or By Appointment

**HOURS OF INSTRUCTION:**

Monday 10:00 – 10:50 Room: S216  
Tuesday 10:00 – 10:50 Room: AC134  
Thursday 14:00 – 14:50 Room: S110

**COURSE DESCRIPTION:**

An introductory examination of Canadian leisure, sport, physical cultures, recreation, tourism, and health, in a global world, since the 19th century. Topics are integrated to understand the past in order to think broadly and critically through historical study of culture and society.

**PRE-REQUISITE(S):**

None

**COURSE OUTCOMES:**

The student will be able to:

- Identify and analyze major themes and events in the History of Canadian Sport and Leisure
- Design a Chicago-style Bibliography for history essays based on primary sources that the students have located and identified
- Write university-level history essays that have a coherent argument

**REQUIRED RESOURCES:**

All readings will be available online or on Moodle.

**TOPICS TO BE COVERED:****Please Note:**

This course outline may be modified to facilitate unforeseen time constraints. Date and time allotted to each topic is subject to change.

Week 01	<ul style="list-style-type: none"> <li>Sept. 4: Introduction</li> </ul>
Week 02	<ul style="list-style-type: none"> <li>Sept. 8: Ancient Sport</li> <li>Sept. 10: Ancient Olympics</li> <li>Sept. 11: Article: “Gribble, David. 2012. "Gold, Silver and Bronze." History Today 62, no. 8: 18-23”.</li> </ul>
Week 03	<ul style="list-style-type: none"> <li>Sept. 15: Early Canadian Sport</li> <li>Sept. 16: Discussion of Wamsley and Kossuth, “Fighting it Out in Nineteenth-Century Upper Canada/Canada West: Masculinities and Physical Challenges in the Tavern,” Journal of Sports History 27,3 (Fall 2000): 405-30.</li> <li>Sept. 18: British North American: Social, Political and Cultural Context</li> </ul>
Week 04	<ul style="list-style-type: none"> <li>Sept 22: Outdoor Sports and Recreation in British North America</li> <li>Sept. 23: Discussion of Wamsley and Whitson, “Celebrating Violent Masculinities: The Boxing Death of Luther McCarty,” Journal of Sports History 25,3 (Fall 1998): 419-31.</li> <li>Sept 25: Viewing of documentary, “Unforgiveable Blackness</li> </ul>
Week 05	<ul style="list-style-type: none"> <li>Sept. 29: The Amateur Ideal and Organized Sport</li> <li>Sept. 30: "Imagining a Canadian Identity Through Sport: A Historical Interpretation of Lacrosse and Hockey." JOURNAL OF AMERICAN FOLKLORE SOCIETY. 115.456 (2002), pp. 209 - 25.</li> <li>Oct. 2: Amateurism and Professionalism: Lacrosse</li> </ul>
Week 06	<ul style="list-style-type: none"> <li>Oct. 6: Amateurism and Professionalism: Hockey (to 1914)</li> <li>Oct. 7: Stacy Lorenz and Geraint Osborne, “Talk About Strenuous Hockey: Violence, Manhood and the 1907 Ottawa Silver Seven – Montreal Wanderer Rivalry,” Journal of Canadian Studies 40,1 (Winter 2006): 125-56</li> <li>Oct. 9: Gender and Sports</li> </ul>
Week 07	<ul style="list-style-type: none"> <li>Oct. 14: Women’s Participation in Sports (to 1914)</li> <li>Oct. 16: Discussion of Helen Lenskyj, “Training for True Womanhood: Physical Education for Girls in Ontario Schools, 1890-1920,” Historical Studies in Education 2,2 (1990): 205-23</li> </ul>
Week 08	<ul style="list-style-type: none"> <li>Oct. 20: <b>MIDTERM</b></li> <li>Oct. 21: Baseball, Part One</li> <li>Oct. 23: Baseball Part Two</li> </ul>
Week 09	<ul style="list-style-type: none"> <li>Oct. 27: World War One and Sports</li> <li>Oct. 28: “Wilson, J.J. “Skating to Armageddon: Canada, Hockey and the First World War” The International Journal of the History of Sport. Volume 22, No. 3. (2005) 315-345”.</li> <li>Oct. 30: Interwar Years: National and International Trends</li> </ul>
Week 10	<ul style="list-style-type: none"> <li>Nov. 3: Football Part One</li> <li>Nov. 4: Football Part Two</li> <li>Essay Skill Session</li> </ul>
Week 11	<ul style="list-style-type: none"> <li>Nov. 10: Post War Canada: Social, Political and Economic Context</li> </ul>

	<ul style="list-style-type: none"> <li>Nov. 13: Discussion: Smith, “Crime and Punishment”, Sports Illustrated, 24 June 1996. <a href="http://sportsillustrated.cnn.com/vault/article/magazine/MAG1008297/1/index.htm?eref=sisf">http://sportsillustrated.cnn.com/vault/article/magazine/MAG1008297/1/index.htm?eref=sisf</a></li> </ul>
Week 12	<ul style="list-style-type: none"> <li>Nov. 17: Cold War Hockey</li> <li>Nov. 18: Discussion of Soares, “Cold War, Hot Ice: International Ice Hockey, 1947-1980,” Journal of Sport History 34,2 (Summer 2007): 207-30.</li> <li>Nov. 20: Post-War Professional Hockey <b>TERM ASSIGNMENT DUE</b></li> </ul>
Week 13	<ul style="list-style-type: none"> <li>Nov. 24: The Post-War Olympics</li> <li>Nov. 25: Steroid discussion: “Exorcising the Ghost: Donovan Bailey, Ben Johnson and the Politics of Canadian Identity,” Media, Culture and Society 26,1 (2004): 121-41 AND <a href="http://www.miaminewtimes.com/2013-01-31/news/a-rod-and-doping-a-miami-clinic-supplies-drugs-to-sports-biggest-names/full/">http://www.miaminewtimes.com/2013-01-31/news/a-rod-and-doping-a-miami-clinic-supplies-drugs-to-sports-biggest-names/full/</a></li> <li>Nov. 27: The World’s Game: Association Football</li> </ul>
Week 14	<ul style="list-style-type: none"> <li>Dec. 1: Sports Blunders and Disasters</li> <li>Dec. 2: Discussion: The Black Sox Scandal and other issues <a href="http://law2.umkc.edu/faculty/projects/ftrials/blacksox/blacksoxaccount.html">http://law2.umkc.edu/faculty/projects/ftrials/blacksox/blacksoxaccount.html</a></li> <li>Dec. 4: Course Review and Exam Prep</li> </ul>

## MOODLE

Go to <http://ilearn.keyano.ca>

This course is supported through Moodle. Assignments, readings and handouts will be posted on Moodle. Login information will be provided by your instructor. For further instructions please see the Moodle handout.

## EVALUATION:

Assignment	Percentage	Due Date
<b>Bibliography and Thesis Assignment</b>	<b>5%</b>	Oct. 2, 2014
<b>Response Papers</b>	<b>20%</b>	Various
<b>Essay</b>	<b>25%</b>	Nov. 20
<b>Midterm</b>	<b>20%</b>	Oct. 20, 2014
<b>Final Examination</b>	<b>30%</b>	TBD

**ALL ASSIGNMENTS ARE MANDATORY. IF ASSIGNMENTS ARE NOT HANDED IN A STUDENT MAY RECEIVE A FAILING GRADE. Late assignments will have 10% per EVERY SINGLE day later deducted from the final mark.**

### *Essay and Bibliography and Thesis Assignment*

There are two major assignments due in class, both mandatory. For the first assignment, students will create a bibliography and thesis statement for the essay (second assignment). The first assignment is due October 2. Students will be required to show that they can conduct preliminary research and analysis. Students will have TWO (2) Options for the Term Assignment. Choose ONE (1)

- 1) A traditional Research Essay on a topic of your choice including FIVE academic sources. If you do not have an idea, see me for details.
- 2) Create a fictional Canadian Sport, placing it within Canadian historical context. It can use attributes of other real sports and guidelines and rules must be clearly laid out. You must have at least FIVE secondary sources that place the sport within the proper historical context. AND FINALLY, you must demonstrate/explain it to the class. You MUST discuss this option with me first.

### *Essay Instructions*

The assignment will be 2000-2500 words or 8-10 pages in length (typed, double-spaced, 12 point font). Two primary sources and three secondary sources will be required. Essays are due at the beginning of class on November 20. Late essays will have 10% per day deducted from the final mark. Extensions may be granted if the student discusses the issue with the instructor before the assignment is due. If the student fails to ask for an extension, they will not receive any leeway regarding the final mark. Essays, footnotes/endnotes and bibliographies must be formatting according to the Chicago Manual of Style.

### *Response Papers*

On some class days, there will be a discussion on selected primary sources or articles. Over the term, students will be required to submit **FOUR** (4) response papers of 1-2 pages in length identifying what you feel the significance of the document/article is. You may find additional information to support your thinking. Response papers will be due before discussions. They will not be accepted afterwards. Since there are more than four discussions, you can pick which four you wish to respond to. I would recommend you spread them out over the term and you pick which topics you like best.

**ALL ASSIGNMENTS ARE MANDATORY. IF ASSIGNMENTS ARE NOT HANDED IN A STUDENT MAY RECEIVE A FAILING GRADE. Late assignments will have 10% per EVERY SINGLE day later deducted from the final mark.**

### **GRADING SYSTEM:**

<b>Letter Grade</b>	<b>Description</b>	<b>Grade Points</b>
<b>A+</b>		<b>4</b>
<b>A</b>	Excellent	<b>4</b>
<b>A-</b>		<b>3.7</b>
<b>B+</b>		<b>3.3</b>

<b>B</b>	Good	<b>3</b>
<b>B-</b>		<b>2.7</b>
<b>C+</b>		<b>2.3</b>
<b>C</b>	Satisfactory	<b>2</b>
<b>C-</b>		<b>1.7</b>
<b>D+</b>		<b>1.3</b>
<b>D</b>	Minimal Pass	<b>1</b>
<b>F</b>	Failure	<b>0</b>

Students intending to transfer to other institutions require a ‘C-’ as a minimum grade. Transfer information on each course is available at the [Alberta Council on Admission and Transfers](#).

*Students who do not complete all the required work should not expect to pass the course.*

### Performance Requirements

Students will be required to:

- Attend Class
- Read assigned textbooks, articles and primary sources
- Discuss material in class
- Write assignments, including one term essay
- Be assessed through one final exam in December

*Students intending to transfer to other institutions require a ‘C-’ as a minimum grade.*

### Academic Regulations

Use this link to view Keyano College’s Academic Regulations:

<http://www.keyano.ca/StudentLife/StudentConduct/AcademicPoliciesProcedures>

### Academic Schedule

Use this link to view the Academic Schedule in the Credit Calendar:

<http://digital.turn-page.com/i/283052>

### Specialized Supports & Duty to Accommodate

#### *Disability Support Services: Learner Assistance Program*

If you have a documented disability or you think that you would benefit from some assistance from a Disabilities Counsellor, please call or visit the Disability Supports Office 780-792-5608 to book an appointment (across from the library). Services and accommodations are intended to assist you in your program of study, while maintaining the academic standards of Keyano College. We can be of assistance to you in disclosing your disability to your instructor, providing accommodations, and supporting your overall success at Keyano College.

#### *Specialized Supports and Duty to Accommodate*

Specialized Support and Duty to Accommodate are aligned with the office of Disability Support Services: Learner Assistance Program (LAP) guided by federal and provincial human rights legislation, and defined by a number of Keyano College policies. Keyano College is obligated

by legislation to provide disability-related accommodations to students with identified disabilities to the point of undue hardship.

### IMPORTANT DATES:

September 16, 2014	Courses dropped after this date will be designated “W”. (A withdrawal (W) is not reflected in your GPA)
October 15, 2014	Mid-term examination (tentative)
October 24, 2014	Courses dropped after this date will be designated “WF”. (A withdrawal failure (WF) counts as a 0 in your GPA)
December 5, 2014	Last day of classes
December 8-17, 2014	Final Exams

### COLLEGE POLICIES

#### *Equality, Equity and Respect*

Keyano College is committed to providing an environment of equality, equity and respect for all people within the College community. All members of this community are considered partners in developing teaching and learning contexts that are welcoming to all. Faculty, staff, and students are encouraged to use inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and valued in relation to their gender, ethnic and cultural background, and sexual orientation.

#### *Plagiarism and Cheating*

Every student expects to be treated and evaluated fairly in a course. Plagiarism and cheating robs everyone of this right.

No student may submit words, ideas or data of another student or person as his or her own in any writing, project, assignment, quiz, electronic presentation, exam etc. Any work used that is not the student's own must be clearly cited as belonging to someone else. There are penalties for using other's work and not citing it. The Student's Rights & Responsibilities document clearly outlines these penalties and the appeal process.

- No learner can obtain information from another student during an exam.
- No learner can bring unauthorized information (paper or electronic) into an exam or quiz.
- No student can submit work done in another course for grading in this course without the written prior approval of the course instructor.
- No student can submit copyright protected or commercially produced materials as part or all of an assignment without proper citation & permission.



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Fall, 2014**

**3 CREDITS  
3 HOURS PER WEEK**

\_\_\_\_\_  
**Hugh Gordon, Instructor**

\_\_\_\_\_  
**Date**

**Reviewed and approved by:**

\_\_\_\_\_  
**Vincella Thompson, Dean**

\_\_\_\_\_  
**Date**