



COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/hist.html>

Ω Please note: the College electronically stores this outline for five (5) years only.
It is **strongly recommended** you keep a copy of this outline with your academic records.
You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

1. Instructor Information

(a)	Instructor:	Steve Fielding
(b)	Office Hours:	Tuesdays 9:15 – 10:30am
(c)	Location:	Liz Ashton Building Room 118A
(d)	Phone:	250-370-3837
(e)	Email:	FieldingS@camosun.bc.ca

2. Intended Learning Outcomes

Through reading textbooks and primary source materials, hearing faculty lectures, participating in seminars, writing papers, making presentations, and performing tests, upon completion of this course the student will be able to:

1. Identify the critical themes, events, and issues in the development of sports and recreation since Ancient times.
2. Evaluate changes in societal perceptions of sport over time and explain the reasons for such changes.
3. Distinguish between sports, recreation and fitness.
4. Analyze the influences of technology on sports.
5. Evaluate the relationship between sports and politics.
6. Analyze the commodification of sports and athletes.
7. Evaluate the role of ethnicity, gender and class in sports.
8. Critically analyze primary historical documentation of sporting events and the interpretation of those events by historians.
9. Demonstrate an appreciation of history as a distinct academic discipline.
10. Apply historical information and historical analysis to confront the issues of today's world, establishing a context for the present and comprehending the accomplishments, failures, tensions and issues of the present era.
11. Demonstrate skills in research, and written and oral communication.

3. Required Materials

- (a) Robert Mechikoff & Steven Estes, *A History and Philosophy of Sport and Physical Education*, 5th edition or 6th edition.
- (b) Supplementary Course Readings on Course D2L Site
- (c) Camosun History Department Style Guide on D2L

4. Instructor

Growing up as the kid of a railway worker, I spent my childhood moving around, from Niagara Falls to Fort Erie, Sarnia, and finally, Winnipeg. I completed my first degree at the University of Winnipeg, a Master of Arts from Simon Fraser University, and am nearing completion of a Ph.D. in History at the University of Victoria.

I have taught History at four different colleges and universities and published research on the topics of immigration, multiculturalism, sport, gender, religion, and ethnic food. My wife is from Italy (I won the lottery) and we are parents of a six-year-old girl and baby boy. This is my first time teaching HIST 252 *Survival of the Fittest* and I look forward to exploring Sport History together this semester.

5. Course Content and Schedule

Class times and location: Mondays from 6:00 to 8:50 pm.
Interurban Campus, Liz Ashton Building 122

6. Basis of Student Assessment (Weighting)

Assignments

	Due Date
5% Best Sporting Moment Ever Short Paper	January 16
5% Research Paper Proposal	February 6
25% Research Paper	April 10

Exams

25% Mid-term Exam	March 6
25% Final Exam	TBA. It will take place during Exam Period, April 18-26

Participation

- 15% You are expected to read and the assigned material in the textbook and on D2L and come to class prepared to discuss it
*Students who miss more than three (3) seminars will forfeit their entire seminar mark

A Note about Exams

There will be a 2.5-hour mid-term exam during class and it will be closed-book. It will consist of both short answer and essay question. We'll also discuss this as the day gets closer. The course will conclude with a final exam that follows the same format.

Brief Summary of Course Assignments and Guidelines

All assignments must be in **hard copy**, single-sided, double-spaced, paginated, written in a standard 12-point font (such as Calibri), and use normal (1 to 1.25 inch) margins. Please do not forget to spell-check your assignments.

There must also be a title page that includes the name of your assignment, your name and student ID, my name, course code, and date submitted. And it must be affixed with a staple. Papers must be handed in to me at the beginning of class.

Late assignments will be **deducted at 5% per day** to a maximum of one week, after which they will received a grade of zero.

a) Best Sporting Moment Ever Short Paper (5 percent)

This assignment is designed to develop your writing and analytical skills in the format of a familiar and enjoyable topic. In the space of 500 words (2 pages), you will write an argumentative essay. See handout or D2L for further instructions. It is **due January 16**

b) Research Paper Proposal (5 percent)

The paper proposal is the important first step in developing your own research project for the term paper. It helps you to commit to a topic and organize your thoughts and thus save time by researching and writing more efficiently. See handout or D2L for further instructions. It is to be 500 words (2 pages) in length and is **due February 6**

c) Research Paper (25 percent)

The purpose of the major paper is to test your ability to explore, analyze, and draw conclusions from the argument (thesis) first developed in your essay proposal. This research essay will be between 1500 and 2000 words (6-8 pages) in length. I will create an instructional handout and distribute it in class in a couple weeks. The research paper is **due April 10**.

7. Grading System

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.)</i>
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

8. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services, or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**.
It is the student's responsibility to become familiar with the content of this policy.
The policy is available in each School Administration Office, at Student Services,
and the College web site in the Policy Section.

A Note on Plagiarism: Plagiarism will result in a failing grade on the assignment and may result in a failing grade for the course and/or further disciplinary action by the College. Please see the Student Conduct Policy.

In brief, plagiarism is:

1. The use of another person's words (sentences/phrases/paragraphs) without including quotation marks and footnotes. This applies to any written work published in book, text, film, or magazine form, or anything found on the internet. In other words, it is plagiarism if someone copies and pastes work from the internet and present that work as his/her own.
2. Paraphrasing any author's words or ideas without using a footnote to cite the source
3. Copying another student's work, either on assignments or exams.

9. Classroom Courtesy

It is disruptive to the other students when someone arrives late for class or leaves early. If you must do it for an emergency or another significant reason, please be as inconspicuous as possible. Also, **please turn off all cell phones or devices that beep, ring, or vibrate**. Checking your phone and/or texting during the lectures or seminars is discourteous. Resist the temptation.

Laptop computers may only be used in class for taking notes. When someone is surfing the web or on social media during the lecture on seminar, it is a distraction to their classmates who can see their screen and struggle to concentrate on our course.

History is most stimulating and enjoyable when there's discussion or debate. It is understandable that, from time to time, students may have strong opinions about the topics discussed in the course. Each of us will need to create a respectful environment where everyone feels comfortable expressing their views and, at times, disagree with those of others. Your comments in class, however, should always articulate a viewpoint or philosophy related to the course topics and readings and not a personal attack.

10. Classroom Participation

Students are welcome to ask questions and provide insightful comments during the lectures and I will engage them as time permits. The last 50 minutes of our class will be devoted to group discussions (called "seminars") based on that week's readings. You will be first meet in groups of 2 or 3, then convene in a larger setting. In these smaller groups, students will read the questions provided in the course pack and, using critical thinking, debate the arguments and evidence from the articles they read and one another's interpretations on the topic. We will reconvene as a full class for the final 10 to 15 minutes. It is essential that you do the readings before the seminar; otherwise you will not be able to contribute very much and this will result in lost participation marks.

As you do the readings in preparation for class, it will help to consider certain points. What are main arguments of each article? What types of evidence are used to support these arguments? Do you find the arguments convincing? Are there any important questions or issues left unanswered by the article? It may also help to consider the author of the article. What background, group, ideology or school of thinking does the author represent and to whom is s/he talking? Why does s/he approach the topic in this way? Does the author use a specific methodology or theoretical perspective (socialist, capitalist, feminist, etc.)? When was the article written, and does the timing of its writing affect its arguments?

Your participation mark will be based primarily on the seminars, though involvement in the lectures is also encouraged. You will be graded on a) the frequency of your contributions to the discussion, and b) the quality of your contribution. To participate well means demonstrating that you read the assigned articles carefully; that you have identified the key points of the articles; and that you are prepared to discuss your ideas in a small-group setting.

Schedule of Class Lectures and Seminars

Week 1:

Monday January 9 Introduction: Welcome to History 252
Course Outline and Assignments

Lecture: *Sport in the Ancient World – Mesopotamia, Egypt, China.*

Reading: Mechikoff and Estes, Chapter 2

Week 2:

Monday January 16

***Due: Best Sporting Moment Ever Short Paper**

Lectures: *Bloodsports: Athletic Competition in Ancient Greece* and *Sport in Ancient Rome*

Seminar: Sports in Antiquity

1. Read the historical sections in Chapters 3 and 4 of Mechikoff and Estes

On D2L:

2. David Lunt, "The Heroic Athlete in Ancient Greece."
3. Donald Kyle, "Spectacle, Sport, and the Roman Empire."

Week 3:

Monday January 23

Lectures: a) *Sport in North and South American Indigenous Societies*
b) *Sport in Britain and Europe, 1300-1688*

Seminar: Sport in England and Canada

1. Read the beginning of Ch. 11 in Mechikoff and Estes, focusing on Sport in England and the roles of King James and King Charles (p. 238 - top of 241)

On D2L:

2. King Charles I and James I, "The King's Majesty's Declaration to His Subjects Concerning Lawful Sports to be Used (1633)."
3. Don Morrow and Kevin Wamsley, "Games and Contests in Early Canada."
4. M. Ann Hall, "Toward a History of Aboriginal Women Canadian Sport."

Week 4:

Monday January 30

Lectures: *Sport in the British North American Colonies during the 17th to 18th Centuries, Parts 1 and 2*

Seminar: Sport in the Colonial Period, British American Colonies

1. Read Mechikoff and Estes, all of Chapter 11

On D2L:

2. Benjamin Rader, "Sports in Early America," Chapter 1 in *American Sports from the Age of Folk Games to the Age of Televised Sports.*
3. "Elkanah Watson's Misgivings on Cockfighting, 1787."

Week 5:

Monday February 6

***Due: Research Paper Proposal**

Lectures: *Industrial Capitalism, Nationalism, Muscular Christianity, and the Rise of Modern Sport in Britain: Parts 1 and 2*

Seminar: God and Sport

1. Read Mechikoff and Estes, Chapter 12, only subsections "Sport in the Nineteenth Century," and "Justifying Sport in the Nineteenth Century," paying special attention to religion and other justifications for sport

On D2L:

2. J.A. Mangan and C. Hickey, "An Exceptional Pioneer: Be Strong for Christ."
3. Robert F. Wheeler, "Organized Sport and Organized Labour: The Workers' Sports Movement."

February 13-17**Family Day and Reading Break**

Week 6:

Monday February 20

Lectures: *a) Imperialism, Colonialism (or not)–Cultural Dispersion Case Studies: China and India*
*b) Modern Sport in Canada to 1918*Film: *Cricket the Trobriand Way*

Seminar: Sports in India and China: Cultural Adaptation or Resistance?

1. Joseph Alter, "Gama the World Champion: Wrestling and Physical Culture in Colonial India."
2. Susan Brownell, "Sex, the Body, and History in Chinese and Western Sports."

Week 7:

Monday February 27

Lectures: *Modern Sport, National Identity, and Cultural Appropriation in North America in the Late 19th and Early 20th Centuries, Parts 1 and 2*

Seminar: Identity and Sport

1. Michel Robidoux, "Imagining a Canadian Identity through Sport: A Historical Interpretation of Lacrosse and Hockey."
2. Richard Davies, "This Noble and Invigorating Game."

Week 8:

Monday March 6

Mid-term Exam

Week 9:

Monday March 13

Lectures: *Race, Nationalism, and the Nazi Olympics*Film: Leni Reifenstahl, *Olympia*

Seminar: Sports and Nationalism

1. Read Mechikoff and Estes, Chapter 14 "Pioneers and Progress: 1896-1939," subsections "The Political Nature of the Olympic Games" and "The XIth Olympiad: Berlin, 1936."
2. George Eisen, "The Voices of Sanity: American Diplomatic Reports from the 1936 Berlin Olympiad."
3. Ina Zweiniger-Bargielowska, "Building a British Superman: Physical Culture in Interwar Britain."

Week 10:

Monday March 20

Lectures: *a) Sports in Russia and the Soviet Union before and after World War I*
*b) Sport in North America 1915-1945 Part 1: Gender*Film: *The Matchless Six*

Seminar: Sport, Women, and Concepts of Femininity

1. Read Mechikoff and Estes, Chapter 9 "The Impact of Science and the Concept of Health on the Theoretical and Professional Development of Physical Education, 1885-1930," subsections "Social and Institutional change in Nineteenth Century America," "The Disease-Neurasthenia; The Cure Exercise!," and "Women: Mothers of the Race." Also Chapter 13 "Sport in the Twentieth Century" subsection "Basketball" and "Women in Sport."

On D2L:

2. "Senda Berenson Asserts the Value of Adapted Women's Basketball, 1901."
3. Dudley Sargent, "Are Athletics Making Girls Masculine?: A Practical Answer to a Question Every Girl Asks."
4. Ali Melling, "Wartime Opportunities: Ladies Football and the First World War Factories."

Week 11:

Monday March 27

Lectures: *a) Sport in North America, 1914-1945, b) Part 2: War without Weapons? Cold War Clashes in Sport, 1945-1989*

Seminar: Sport in 20th Century America

1. Read Mechikoff and Estes Chapter 13 From "Introduction" to and including "Baseball"

On D2L:

2. "The Chicago Commission on Race Relations Examines Racial Contacts in Recreation in the Late 1910s."
3. "Prejudice Against African-American Ballplayers in the St. Louis *Post Dispatch*, 1911."
4. James "Cool Papa" Bell Remembers Negro League Baseball in the 1920s and 1930s."
5. William Bauer Jr., "The Forgotten Irish Indian: Ethnicity, Class, and Football in the Life of Tommy Yarr"
6. Optional: Stephen Fielding, "Ethnicity as an Exercise in Sport: The Entanglement of Trial and Triumph on Postwar Toronto's Ethnic Sport Periphery, 1945-1979."

Week 12:

Monday April 3

Lectures: *Levelling the Field: The Fight for Equal Recognition in Sport a) Part 1: Ethnicity*
b) Part 2: Gender

Films: *Not Just a Game: Power, Politics and American Sport*, "Breaking the Colour Barrier," and "Like a Girl" (26 minutes)

Seminar: Ethnicity and Gender in Sport

On D2L:

1. "Yankee's President Larry McPhail's Plan to Discourage Integration of Baseball, 1946."
2. Jackie Robinson on the Struggles of His First Spring Training
3. Harry Edwards, *The Revolt of the Black Athlete*
4. "Billie Jean King Remembers Life as an Outsider in the 1950s and 1960s."
5. Ellen J. Vargyas, "Statement" in "Title IX Impact on Women's Participation in Intercollegiate Athletics and Gender Equity."

Week 13:

Monday April 10

***Due: Research Paper**

Lectures: *Sport, Television, and the Corporatization of Sport, Celebrity, and Politics*

Seminar: Corporatization of Sport

On D2L:

1. Edouard Seidler, "In the United States, Television has brought Sport under the Dictatorship of the Dollar."
2. Newton Minow, "Address to the National Association of Broadcasters, 1961"
3. George Lipsitz, "The Silence of the Rams: How St. Louis Children Subsidize the Super Bowl Champs."
4. Muhammed Ali, "The Thoughts of Muhammed Ali in Exile, c. 1967."
5. "Justice Thurgood Marshall Dissents in the Curt Flood Case, 1972."
6. "Marvin Miller Analyzes the Achievement of Free Agency, 1975."

Week 14:

Monday April 17

Lecture: *The Gym is THAT way: Self-Improvement, Body Sculpting, and the Post-1970s Fitness Craze*

Seminar: Exam Review

Films: *Not Just a Game: "The Courage of Athletes" and "The Oldest Basketball Team in the World."*

Final Exam TBA