



CAMOSUN COLLEGE
School of Arts & Science
Department of Humanities

HIST-252-001A/B
Survival of the Fittest
Winter 2019

COURSE OUTLINE

1. Instructor Information

(a) Instructor	Dr. Stephen Fielding
(b) Office hours	Tuesdays 1:00 - 2:15 and Thursdays 1:00 - 2:15, or by appointment
(c) Location	Young 320
(d) Phone	250-370-3390 Alternative: _____
(e) E-mail	<u>FieldingS@camosun.bc.ca</u> *E-mail is best way to reach me

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 a Ph.D. from the University of Victoria. I have taught History at four colleges and universities and published research on a range of topics, including immigration, multiculturalism, sport, gender, religion, and ethnic food. My wife is from Italy (we eat well) and we are the parents of an 8-year-old girl and ~~aspiring dictator~~ 3-year-old boy. This is my third time teaching History 252 and I'm looking forward to exploring the course together this semester.

"We didn't lose. We ran out of time"
-Vince Lombardi

"A good hockey player plays where the puck is. A great hockey player plays where the puck is going to be"
-Wayne Gretzky

"Age is no barrier. It's a limitation you put on your mind"
-Jackie Joyner-Kersey

"Eh, yo!"
-Rocky Balboa

2. Intended Learning Outcomes

Upon completion of this course a 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) Textbook: Robert A. Mechikoff, *A History and Philosophy of Sport and Education*, 6th edition.
- b) Supplementary readings on D2L

4. Course Content and Schedule

Class times and location: Young 317

Lectures: Tuesdays 10:30 – 12:20

Seminars: Thursdays. Seminar A 10:30 – 11:20 or Seminar B 11:30 – 12:20

Important Dates at a Glance

Tuesday January 22	Quiz 1
Tuesday February 5	Quiz 2
Tuesday February 26	Mid-term Exam
Tuesday March 12	Quiz 3
Tuesday March 26	Quiz 4
Tuesday April 9	Quiz 5
TBA	Final Exam

WEEK 1:

Tuesday January 8 Introduction: Welcome to History 252

Lectures: *Why Sports Matter*
Sport in the Ancient World – Mesopotamia, Egypt, China.

*Reading: Mechikoff and Estes, Chapter 2

Thursday January 10 Seminar: High School Football Fiasco: An Exercise in Using Primary Sources

WEEK 2:

Tuesday January 15 Lectures: *Bloodsports: Athletic Competition in Ancient Greece* and *Sport in Ancient Rome*

Thursday January 17 Seminar: Ancient Greece and Rome

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:

Tuesday January 22

Quiz 1

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

Thursday January 24

Seminar: Sport in England and Early Canada

1. Read the beginning of Ch. 9 in Mechikoff and Estes, focusing on Sport in England and the roles of King James and King Charles (p.196–top of 199)

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:

Tuesday January 29

Lectures: *Sport in the British North American Colonies from 17th Century to mid-18th Century, Parts 1 and 2*

Thursday January 31

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:

Tuesday February 5

Quiz 2

Lectures: China, India, and the Asian Continent in the Age of European Imperialism

Film: *Cricket the Trobriand Way*

Thursday February 7

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," (sections).

WEEK 6:

Tuesday February 12

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

Thursday February 14

Seminar: God and Sport

1. Read Mechikoff and Estes, Chapter 10, 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. Brett and Kate McKay, *When Christianity was Muscular*, Read "Part I: Christianity's Relationship with the Body & Its 19th Century Masculinity Crisis," "Part II: The Rise of Muscular Christianity," and "Part IV: Muscular Christianity: Effects, Ends, and Embers."

WEEK 7:
February 18-22

B.C. FAMILY DAY AND READING BREAK

WEEK 8:
Tuesday February 26

MID-TERM EXAM (In class, 1 hour 50 minutes)

Thursday February 28 Seminar: The "Wild West" and Sport

1. Mary-Ellen Kelm, "Manly Contests: Rodeo Masculinities at the Calgary Stampede."

WEEK 9:
Tuesday March 5

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

Thursday March 7

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 10:
Tuesday March 12

Quiz 3

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

Thursday March 14

Seminar: Sports and Nationalism

1. Read Mechikoff and Estes, Chapter 15 "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."

WEEK 11:
Tuesday March 19

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*

Thursday March 21

Seminar: Sport, Women, and Concepts of Femininity

1. Read Mechikoff and Estes, Chapter 11 "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 14 "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 12:
Tuesday March 26
- Quiz 4**
Lectures: a) *Sport in North America, 1914-1945 Part 2: Race and Ethnicity*
b) *War without Weapons? Cold War Clashes in Sport, 1945-1989*
- Thursday March 28
- Seminar: Sport in 20th Century America
1. Read Mechikoff and Estes Chapter 14, from "Introduction" to "Baseball"
- On D2L:
2. "The Chicago Commission on Race Relations Examines Racial Contacts in Recreation in the Late 1910s." (on Golf)
 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. Stephen Fielding, "Ethnicity as an Exercise in Sport: European Immigrants, Soccer Fandom, and the Making of Canadian Multiculturalism, 1945-1979," *International Journal of the History of Sport* (Fall 2017)
- WEEK 13:
Tuesday April 2
- Lectures: *Levelling the Field: The Fight for Equal Recognition in Sport*
a) *Part 1: Race*
b) *Part 2: Gender*
- Films: *Not Just a Game: Power, Politics and American Sport*, "Breaking the Color Barrier," and "Like a Girl" (26 minutes)
- Thursday April 4
- Seminar: Race 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. The *Guardian*, "Colin Kaepernick's dignified protest echoes the spirit of Jackie Robinson," October 17, 2017
 4. Harry Edwards, *The Revolt of the Black Athlete*
 5. "Billie Jean King Remembers Life as an Outsider in the 1950s and 1960s."
 6. Ellen J. Vargyas, "Statement" in "Title IX Impact on Women's Participation in Intercollegiate Athletics and Gender Equity."
- WEEK 14:
Tuesday April 9
- Quiz 5**
Lectures: a) *Sport, Television, and the Corporatization of Sport, Celebrity, and Politics*
b) *The Gym is THAT way: Self-Improvement, Body Sculpting, and the Post-1970s Fitness Craze*
- Possible Films clips to show: *Not Just a Game: "The Courage of Athletes" and "The Oldest Basketball Team in the World."*
- Exam Review
- Thursday April 11
- Seminar: The 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. "Television and the Olympic Games: The IOC Steps in."
4. George Lipsitz, "The Silence of the Rams: How St. Louis Children Subsidize the Super Bowl Champs."
5. *The Guardian/The Observer*, "London Streets 'Too Dirty' for Super-rich Football Giant Spurs," December 22, 2018.
6. Muhammed Ali, "The Thoughts of Muhammed Ali in Exile, c. 1967."

5. Basis of Student Assessment (Weighting)

50%	Five quizzes, each worth 10 percent
20%	Mid-term Exam
20%	Final Exam
10%	Seminar participation

Quizzes (5 x 10% each)

There will be five (5) quizzes spread out over the course of the semester. A quiz takes 20-30 minutes to write and will consist of multiple choice questions, matching terms with definitions, and short answer questions. I will provide a review a week in advance of each quiz.

Seminar/Class Participation (10%)

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

History is most interesting and relevant when discussed and debated. Students are welcome to ask questions and provide insightful comments during the lectures and I will engage them as time permits.

Each Thursday is devoted to group discussions (called "seminars") based on that day's readings. In these smaller groups, students will, after reading the questions provided on D2L and, using critical thinking, debate the arguments and evidence from the articles they read and consider one another's interpretations.

Your participation mark will be based primarily on seminar activity.

During each seminar class, you will be graded on three levels:

- a) Attendance
- b) Contributions to seminar discussions
- c) Quality of these contributions

***It is essential that you do the readings before the seminar.** 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. Otherwise you will not be able to contribute very much and this will result in lost participation marks.

What to consider as you prepare for seminars:

As you do the readings in preparation for class, it may 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. Who or what group or interests does the author represent and to whom is s/he talking? Why does s/he approach the topic in this way? Does s/he demonstrate inherent bias or persuasion? Does the author use a specific methodology or theoretical

perspective (socialist, capitalist, feminist, etc.)? When was the article written, and does the timing affect its conclusions?

Exams (Midterm and Final)

There will be a **1 hour 50 minute mid-term exam** during class and it will be closed-book. It will consist of both short answer questions and a single essay question. We'll also discuss this as the day gets closer. The course will conclude with a **2.5 hour final exam** that follows a similar format.

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

7. Recommended Materials 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.

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. 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		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. 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 at <http://camosun.ca/about/policies/index.html> 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 are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
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.

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.

An Important Note on Plagiarism: All written work that you submit in History 252 must be your own original work. To falsely claim authorship of someone else's ideas or words is called plagiarism. It is a type of theft and will automatically result in a grade of zero at the very least. Similar penalties will be applied to any student who buys, borrows, or resubmits, a previous-completed History paper. The internet has become a popular tool for dishonest students who want to cut corners on assignments. Keep in mind the internet sources, like everything consulted in your research, must appear in the bibliography. I reserve the right to check any assignment with plagiarism detection software. Please consult me if you are unsure about how to properly document your sources. See the Camosun Calendar 2015-6 (pp. 32-39) for full policies and penalties with regards to plagiarism, cheating, and other unacceptable student conduct.

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 is discussion and 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.

