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## **COURSE OUTLINE**

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### **1. Instructor Information**

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|-------------------------|---|
| <b>(a) Instructor</b>   | Dr. Stephen Fielding  |
| <b>(b) Office hours</b> | Mondays 12:30 - 2:00 and Thursdays 10:30 - 12:00, or by appointment |
| <b>(c) Location</b>     | Young 320   |
| <b>(d) Phone</b>        | 250-370-3390 <b>Alternative:</b> _____                              |
| <b>(e) E-mail</b>       | <u>FieldingS@camosun.bc.ca</u> *E-mail is best way to reach me      |

The son 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 a 9-year-old girl and ~~cute little monster~~ 4-year-old boy. This is my fourth time teaching History 252 and I'm looking forward to exploring Sport History 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) Each week's readings are available on D2L

### 4. Course Content and Schedule (subject to change by instructor)

**Class times and location: Young 317**

Lectures: Mondays 10:30 – 12:20

Seminars: Wednesdays, Seminar A 10:30 – 11:20 and Seminar B 11:30 – 12:20

#### Important Dates at a Glance

|                            |   |
|----------------------------|---|
| Monday January 20          | "Greatest Sporting Moment Ever" Short Paper Due |
| Monday January 27          | Test 1  |
| Monday February 24         | Test 2  |
| <del>Monday March 16</del> | <del>Test 3</del>                               |
| <del>Monday April 6</del>  | <del>Test 4</del>                               |
| <del>TBA</del>             | <del>Final Exam</del>                           |
| Friday March 27 @ 4pm      | Seminar Summary 1 Due                           |
| Sunday April 5 @ 4pm       | Seminar Summary 2 Due                           |
| Tuesday April 14 @ 4pm     | Seminar Summary 3 Due                           |

#### Lecture and Seminar Schedule

##### WEEK 1:

Monday January 6 Introduction: Welcome to History 252

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

Wed. January 8 Seminar: A High School Football Fiasco: An Exercise in Using Primary Sources (no advanced readings)

##### WEEK 2:

Monday January 13 Lectures: *Blood Sports: Athletic Competition in Ancient Greece and Sport in Ancient Rome*

Wed. January 15 Seminar: Ancient Greece and Rome

Readings:

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

**WEEK 3:**

Monday January 20

**\*Greatest Sporting Moment Ever Short Paper Due\***

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

Wed. January 22

Seminar: Sport in England and Early Canada

Readings:

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

**WEEK 4:**

Monday January 27

**TEST 1**

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

Wed. January 29

Seminar: Sport in the Colonial Period—the British American Colonies

Readings:

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

**WEEK 5:**

Monday February 3

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

Film: *Cricket the Trobriand Way*

Wed. February 5

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

Readings:

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:**

Monday February 10

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

Wed. February 12

Seminar: God and Sport

Readings:

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

**WEEK 7:**  
February 17-21

**B.C. FAMILY DAY AND READING WEEK**

**WEEK 8:**  
Monday February 24

**TEST 2**

Lecture: *Modern Sport, National Identities, and Cultural Appropriation in North America in the Late 19<sup>th</sup> and Early 20<sup>th</sup> Centuries, Parts 1 and 2*

Wed. February 26

Seminar: Identity and Sport

Readings:

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 9:**  
Monday March 2

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

Wed. March 4

Seminar: Sports and Nationalism

Readings:

1. Mechikoff and Estes, *A History and Philosophy of Sport*, subsections "The Political Nature of the Olympic Games" and "The XI<sup>th</sup> Olympiad: Berlin, 1936."
2. George Eisen, "The Voices of Sanity: American Diplomatic Reports from the 1936 Berlin Olympiad."

**WEEK 10:**  
Monday March 9

Lectures: a) *Sports in Russia and the Soviet Union*  
b) *Sport in North America, 1915-1945 Part 1: Gender*  
Sections of Film: *The Matchless Six*

Wed. March 11

Seminar: Sport, Women, and Concepts of Femininity

Readings:

1. Mechikoff and Estes, *A History and Philosophy of Sport*, Chapter 11 subsections "Social and Institutional change in Nineteenth Century America," "The Disease-Neurasthenia; The Cure Exercise!," and "Women: Mothers of the Race."
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 16

**TEST 3**

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

Wed. March 18

Seminar: Sport in 20<sup>th</sup> Century America

Readings:

1. "The Chicago Commission on Race Relations Examines Racial Contacts in Recreation in the Late 1910s." (on Golf)
2. "Prejudice Against African-American Ballplayers in the St. Louis *Post Dispatch*, 1911."
3. James "Cool Papa" Bell Remembers Negro League Baseball in the 1920s and 1930s."
4. 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 12:**

Monday March 23

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)

Wed. March 25

Seminar: Race and Gender in Sport

Readings:

1. "Yankees' 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."

**Friday March 27 @ 4pm Seminar Summary 1 Due**

**WEEK 13:**

Monday March 30

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

- a) *Part 1: The Olympics, Golf, and Tennis*
- b) *Part 2: The NBA goes Global*

Possible film clip to show from *Not Just a Game: "The Courage of Athletes"*

Wed. April 1

Seminar: The Corporatization of Sport

Readings:

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."

**WEEK 14:**

**Sunday April 5 @ 4pm Seminar Summary 2 Due**

Monday April 6

**TEST 4**

Lectures:

- a) *The Gym (or track) is THAT way: The 'Me' Generation, Self-Improvement and Body Sculpting*
- b) *The Post-1970s Fitness Craze*

Wed. April 8

Seminar: Why Do We Push Ourselves *that* Hard? Exploring Ultramarathons in Historical Context

Reading:

William Bridel, "From Bar Bet to Fitness Craze for Weekend Warriors: A Genealogical Analysis of the Ironman Triathlon," *Leisure* 39 (2015).

**Wednesday April 14 @4pm Seminar Summary 3 Due**

**5. Basis of Student Assessment (Weighting)**

|   |            |            |
|---|------------|------------|
| Quiz 1                                      | 15 percent | 20 percent |
| Quiz 2                                      | 15 percent | 20 percent |
| Quiz 3                                      | 15 percent |            |
| Quiz 4                                      | 15 percent |            |
| "Greatest Sporting Moment Ever" Short Paper | 5 percent  | 15 percent |
| Seminar Participation                       | 10 percent | 15 percent |
| Final Exam                                  | 25 percent |            |
| Seminar Summary 1                           |            | 10 percent |
| Seminar Summary 2                           |            | 10 percent |
| Seminar Summary 3                           |            | 10 percent |

\*Note: There is no midterm in this course

**a) Tests (~~4 x 15 percent each~~) (2 x 20 percent each)**

There will be ~~four (4)~~ **two (2)** tests spread out over the course of the semester. A test takes 40-50 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.

**b) "Greatest Sporting Moment Ever" Short Paper (~~5 percent~~) (15 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 maximum), you will write an argumentative essay that identifies what you believe is the "greatest sporting moment ever" and you will explain what factors make it historically significant. Please see the handout or D2L for detailed instructions. Please include a title page with your name, my name, the course title, and date submitted. The short paper is **due January 20<sup>th</sup>**.

**c) Seminar/Class Participation (~~10 percent~~) (15 percent)**

You are expected to read the assigned material 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 Wednesday 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. First what is the main argument of each article? In each case, what types of evidence does the author use to support these arguments? Do you find the arguments convincing? Are there any important questions or issues left unanswered?

It may also help to consider the author of the article. Who or what group or interests does the author represent and who is his/her audience? Why do you think s/he approaches 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 this timing affect the claims it makes?

- d) **Final Exam (25 percent)**

The course will conclude with a **2.5 hour final exam** that follows a similar format to the tests.

- e) **Three (3) 500-word Seminar Summaries (3 x 10 percent each = 30 percent)**

Select three (3) different seminar weeks from the four that remain after the COVID\_19 cancellation of in-person instruction. You do not have to create a response for all four weeks. After studying the advanced readings, answer the seminar questions provided on D2L in the space of 500 words. You will also need to consult the lecture notes for each week because they will provide you with the historical context for the seminar topic. Please email me your responses. Late assignments will be penalized at 5% per day, starting at 4pm on the due date.

## 6. Brief Style Guidelines for Course Assignments

n/a

## 7. 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.

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

A. 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.  |

## 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. |

## 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](http://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.

**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 when someone copies and pastes work from the internet and presents that work as his or 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 or 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. Lively debate is the hallmark of a rich learning environment. I am confident that we will accomplish this goal throughout the semester.