

JOHN ABBOTT COLLEGE

SPORTS STUDIES CERTIFICATE

COURSE DESCRIPTIONS

The following offers summary descriptions of the various courses listed as eligible for the college-wide Sports Studies Certificate. These summary descriptions may slightly differ from the ones posted on departmental pages. Some have been re-written to emphasize the sporting element if not clear from the course title or subtitle. **Not all courses are offered every semester.**

GENERAL EDUCATION

Complementary courses

Sports and the Design of Sports Equipment (203-DAB-03)

Sports Math (201-DAB-AB)

Sports Math should appeal to a broad range of students, particularly those with an interest in amateur or professional sports. Sports and Mathematics have a long history. Sometimes it has been a collaborative one; at times, it has been a contentious one. This course aims to show how math has transformed the way sports are played, managed, understood and consumed. What kinds of sports questions can math answer? We will discuss this question against the backdrop of various sports: hockey, baseball, football, basketball, soccer, Olympic sports, and more. We will utilize a variety of basic math tools along the way, including beginner level probability and statistics. The student should have a strong interest in and a casual knowledge of professional sports.

English

Introduction to College English (603-101-MQ)

Family Matters (S. Myers)

Within a broadly defined theme of family relationships this course will introduce you to literature through a variety of means including short stories, non-fiction prose, screenplay, as well as television and film. You will acquire an understanding of literary terms, learn strategies to successfully carry out close readings of texts, analyze the techniques and devices used to construct a work of literature, and become more effective at writing literary analysis essays built around a strong thesis statement. **The course includes short stories and films related to sport.**

Youth Gone Wild (L. Szabo-Jones)

To go wild is to break free of restraints, live life outside of the norms. But what gets, or who gets, left behind when 'gone wild'? What are the costs to breaking the rules (and who makes those rules, anyway, and why)? In this course we examine stories about those wayward souls who find themselves willingly and not so willingly inhabiting the fringes. They often wear their wildness as nonchalance, contempt, rage, boredom. Some enact senseless violence and vandalism, others take extreme risks; always, though, they seem to meet with some form of tragedy. Yet, within this tragedy something survives, something seeds and grows. In this course, we will explore the positive things that survive and thrive in this wildness. We will explore why writers are compelled to include these glimmers of hope and what that says about moving from the 'freedoms' of adolescence into the 'responsibilities' of adulthood. **As catalysts for entering adulthood are diverse, we investigate how, in most of these stories, the outdoors and sports become a common path to surviving and thriving through that journey.**

Literary Genres (603-102-MQ)

Golf Literature: Reading and Visualizing

Golfers love to read greens, and study fairways. Students who love to read books, and study literature, will enjoy this course. Golfers practice constantly, and students will do weekly exercises to develop their reading and writing skills especially. This course is designed for pupils who are interested in science, history, and metaphysics.

Survival Literature (S. Myers)

The survival genre includes both fiction and nonfiction and focuses on a person or group of people who must be brave in order to survive. Survival genre shows knowledge and how-to make do with what one has in a limited environment in order to keep themselves and/or others alive. This course will consider use both works of fiction and non-fiction to explore not only what it takes to survive in harrowing moments but also the implications for living afterwards. Students will be required to read, think and write critically about a variety of works including short stories, novel, biographies, news articles, and film. **This course will be of interest to all students interested in the phenomenon of extreme sport.**

Literary Themes (603-103-MQ)

Watch Where You're Walking (L. Szabo-Jones)

This course explores the literary and artistic traditions of walking while also activating the pulses of students by getting out and walking. The course aims to identify and articulate thematic observations about the interplay between the readings and walking by, well, walking (and, yes, writing). **The physical activity will encourage meaning-making as it emerges out of the shared human experience of kin/aesthetic engagement and artistic representation.**

Sports Literature

This course focuses on the theme of sport in literature. Through works of fiction (poetry, short story, novel, play, and film) and non-fiction (news stories, autobiography, and documentary) the course will examine the role that sport plays in defining one's self, and how sport provides a forum for issues that extend beyond the boundaries of the field, the track, the court, the rink, the pool, or the ring. Additionally, students will work individually and collaboratively to analyze and discuss the significance of literary and rhetorical devices employed by authors, poets, playwrights, and directors to convey their message to their intended audience. Ultimately the goal of this course is to foster students' abilities to think, speak, and write critically.

Forms of Discourse (603-200-AB)

Creative Nonfiction (S. Myers)

Storytelling is an ancient art form, one that is essential to every culture. Through narrative, we learn about one another and share useful and even vital information. In your previous courses, you have been exposed to literature that deals primarily with fictional worlds, works created to express emotional or political truths rather than to represent the world of fact. In this course, however, we will focus on stories that purport to be true in a literal sense – those that fall under the umbrella of creative nonfiction. Because of its focus on literal truth, on educating and entertaining the reader, creative nonfiction is particularly well suited to bridging the gaps between various academic disciplines. In this course, students will study the various forms of creative non-fiction – such as memoir, literary journalism, travel writing and the personal essay – as they have been adapted to various fields of study. In addition to writing an academic essay, students will be invited to produce their own work of creative nonfiction, one that draws on the expertise they now have in their chosen field of study. **The course will allow SSC students to explore and examine works (e.g. news articles, autobiographies) from and about professional and exceptional athletes anywhere in the world.**

Environmental Visions (L. Szabo-Jones)

In this course, we look at representations of and discourses surrounding human relationships with the biophysical environment, not only as sites of oppression and environmental crises but also as literal and symbolic expressions of difference, survival, artistry, and innovation. We will examine how, in surprising as well as predictable ways, perception affects thinking about environmental issues. Some of the topics we may cover in this course are natural and human-made crises, natural resources, waste, nature versus environmentalist writings, species endangerment/extinction, climate change, and apocalyptic/post-apocalyptic/dystopian wastelands. What will emerge over the course of this class are how attitudes toward the environment emerge too often as socially and ethically impoverished and negligent ways of living, thinking, and interacting with others. **As counterpoint to the crisis discourse, we look at discourses of hope, works that provide sources and resources for coping, adapting, and finding positive attitude and change in the face of climate uncertainty, such as green initiatives, collectivism, beauty, and environmentally conscious recreational sports.**

Writing about Cycling

In this course, we will read, analyse and respond to various types of writing about cycling: fictional, scientific, cultural, historical, political, and personal. Occasionally, we will look at some other forms of media as well, such as narrative and documentary movies. Students will do cycling-related research and work on assignments designed to further develop their reading, analysis and writing skills.

French

French Level 3 (602-202-AB)

Langue et communication (D. Boutin)

Ce cours de français langue seconde de niveau 3 vise entre autres à communiquer avec aisance en français sur des sujets liés au champ d'études de l'étudiant et à une meilleure compréhension de la culture francophone. Son contenu inclut des éléments de grammaire, de linguistique, de stylistique, d'étymologie et de littérature. Notez qu'un imposant travail de recherche relié au champ d'études de l'étudiant est à réaliser dans le cadre de ce cours. **Le choix d'un sujet ayant trait au domaine sportif pourra ainsi permettre à son créateur d'obtenir les crédits pour l'obtention du certificat en études du sport.**

Humanities

Knowledge (345-101-MQ)

Knowledge: Scope and Limits (C. Steenbergen)

Sport as Experience: The Case of Baseball

Sport is an experience that allows for knowledge of self and society. Using the specific case of baseball, we will show that sport is a medium: as players and observers, we learn about ourselves and our world, and so are offered a path towards *meaning*. While some claim that sport is a childish activity meant to divert the masses from “important” issues, we will show that sport can be ennobling and *liberating*. As we study the game of baseball and its professional and amateur history, we will discover a multi-faceted experience of transcendence, beauty, and community. Just as importantly, we will recognize baseball’s darker side, in its resistance to race and gender equality, exploitation of labour, and history of fraud: sport here shows how it can embody societal problems. Through baseball, we thus examine various facets of humanity – as cooperative, elevating, competitive, demeaning and corrupt. Ultimately, the hope is to present baseball as an institution that can overcome its limitations and appeal to all.

World Views (345-102-MQ)

Human Nature and Social Values (B. Daniel-Hughes)

Human Nature and Social Values focuses on the "dual-inheritance" model of human nature, a model that takes seriously both biological and cultural evolution. By engaging both classic texts in philosophy and contemporary scholarship on human cooperation and competition we attempt to answer questions about the ways in which humans form cooperative groups. **Why do we play at competition? How do form lasting coalitions?** What kinds of collective action problems might be 'baked into' our cognitive makeup and how might these be addressed?

Views on Games and Play (C. Steenbergen)

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Play and games are found in every culture and important to many facets of human life. This course examines some of the following questions: what is a game, what is play, and what is the relationship between the two? What are some of the uses of play from psychological and sociological perspectives? What's the difference between sports and games, and should eSports truly qualify as being sports? How do games fit within the world views of a particular culture? What rules or design elements make a game compelling or competitive? Can games have a kind of rhetoric or argument? Should games be considered art, literature, or something else entirely? What are some of the uptakes of game-creation in marginalized communities (queer and indigenous developers), and why has game making become an important means for self-expression? Can some games make people violent? What are some of the issues that arise from gamification?

Ethics: Social Issues (345-213-AB)

The Ethics of Sport

This course explores various ethical dimensions of sport. Rooted in play, sport is an autotelic activity engaging performer and viewer. In its clarity of result and heroic display, the athletic contest arguably fulfils an essential role in providing meaning and building identity. However, the cult of physical performance and the demands of competition raise important ethical questions. To some, sport promotes cultural superficiality, suppressing critical

thought while subjecting participants to narrow commercial and state interests. Still to others, the martial character inherent in many sports may not be compatible with the good life. As sport is inextricably linked to the leisurely society, our goal is to assess its paradoxical status as an instrument of discipline and, hopefully, a means to freedom.

Physical Education

Lifestyle (109-101-MQ)

Team Sports

Students participate in four or five team sports: activities may include basketball, volleyball, ball hockey, indoor soccer, and/or non-stop football.

Training for Athletic Performance

Students learn training techniques to improve their athletic performance

Activity (109-102-MQ)

Badminton – Ball Hockey – Basketball – Cricket – Curling – Hockey – Soccer – Squash – Tennis – Touch Rugby – Volleyball – Water Polo

This course requires students to set personal objectives or goals specific to their chosen activity and to later evaluate their attainment of these goals. Throughout the semester, students evaluate their skills and identify any difficulties they encounter. Students learn to respect the rules and safety procedures specific to their chosen activity.

Active Living (109-103-MQ)

Training for Athletic Performance

Students learn training techniques to improve their athletic performance

SOCIAL SCIENCE

Anthropology

*Anthropology of Sports and Leisure (381-259-AB)**

What did our ancestors do for fun? How have leisure and sports activities changed over the course of human evolution and history? Do all human groups enjoy similar leisure activities? Do social differences affect the kind of leisure and sports activities enjoyed? Do men and women enjoy the same activities, for the same reasons? What is the relation between people who do activities and those who watch? How do international sports competitions relate to nations and politics? These are some questions that will be addressed in this course. Using a holistic approach that takes into account the relation between natural and social environments, human biology, and

culture, we will explore issues in the Anthropology of Sports and Leisure related to past and present, cross-cultural diversity in practices and perceptions of sports and leisure, and sport on the global stage.

***Pre-requisite: Introduction to Anthropology (381-100-AB)**

Geography

*Geography of Sports (320-264-AB)**

This course explores the intersection of sports and geography. Sports are a central part of landscapes and everyday lives around the world. They reflect and shape individual and national identities, historical and contemporary global political economies, and the places in which we live. These connections, places, and landscapes are studied through the concepts and perspectives applied in different sub-disciplines of geography, including cultural, historical, economic, population, urban and political geography at different scales from the global to the local.

***Pre-requisite: Introduction to Geography (320-100-AB)**

Psychology

*Psychology of Sport (350-262-AB)**

Sport psychology examines the fundamental, scientific principles of psychology to human behavior in sport. As such, the course encompasses: (a) The study of the psychological and mental factors that influence participation and performance in sport, and (b) The application of this knowledge in everyday sport settings.

***Pre-requisite: Introduction to Psychology (350-102-AB)**

Sociology

*Sociology of Sport (387-266-AB)**

What do we think we know about sport? This course draws on critical perspectives to examine sport as an important social institution and a cultural phenomenon. As a microcosm of society, sport is a social construction and therefore is an arena in which sociological processes can be studied.

***Pre-requisite: Introduction to Sociology (387-100-AB)**

BUSINESS MANAGEMENT

*Advanced Topics in Marketing: Sports and Entertainment (410-602-AB)**

Sports and Entertainment Marketing is a specialized course designed to offer students an opportunity to gain knowledge and develop skills related to the growing sports and entertainment industry. Students will develop skills in the area of facility design, merchandizing, advertising, public relations/publicity, event marketing, sponsoring, ticket distribution, and career opportunities as they relate to the sports and entertainment industry.

***Pre-requisite needed. Consult with the BM Coordinator.**