

University of British Columbia—School of Kinesiology
KIN 487B Hockey in Canadian Society
Winter II 2023

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

COURSE DESCRIPTION

This course examines Canadian society through the lens of hockey. Using seminar-based learning and experiential activities, the course explores the deep and symbiotic relationship between the nation and the game and the implications this relationship has for social, political, and cultural life in Canada.

COURSE INFORMATION

Course Title	Course Code	Date & Time	Location
Hockey in Canadian Society	KIN 487B	Thursdays, 5-8pm	1001 Orchard

CONTACTS

Course Instructor(s)	Contact Details	Office Location	Office Hours
Moss E. Norman	moss.norman@ubc.ca 604-827-5786 Email is my preferred mode of communication. I will do my best to respond to student emails within 24 hours.	214 Lower Mall Research Station	Available for in-person or online (Zoom) office hour appointments upon request.
Course TA	Contact Details	Office Location	Office Hours
Kennedy Kneller	kennedy.kneller@ubc.ca	Online	Available upon request for online (Zoom) meeting.

COURSE INSTRUCTOR BIOGRAPHICAL STATEMENT

My name is Moss Norman and I am an Associate Professor in the School of Kinesiology at the University of British Columbia, Vancouver campus. I did my graduate work in Human Kinetics at the University of Ottawa (MA Title: *Youth and the Consumption of Sports Commodities*) and the Department of Exercise Sciences at the University of Toronto (PhD Title: *Living in the Shadow of an Obesity Epidemic: The Discursive Construction of Boys and Their Bodies*). I also completed two post-doctoral fellowships, one at Memorial University of

Newfoundland in the Department of Sociology and the other at the Simone de Beauvoir Institute at Concordia University, Montreal. Currently, my primary research emphasis explores the intersections of boys and men, masculinities and the physically active body. In terms of the theme of this course, I am critically-complicit sports fan and, as a former player and current enthusiast, I am especially fond of the game of hockey. By critically-complicit, I mean that I am both passionate about sport, and thus complicit in its inequitable structures, at the same time remain critical of sport (and hockey in particular), and am constantly imagining how sport could be better.

COURSE STRUCTURE

Students will be assigned weekly independent learning materials (e.g., academic and lay readings, videos, and podcasts) and these materials will serve as a basis for in-class learning experiences. The course also includes several guest lectures from 'change agents' within the sport of hockey. Both the teaching assistant for the course (Kennedy Kneller) and the course instructor (Moss Norman) will be involved in grading materials for the course.

SCHEDULE OF TOPICS

Each class is centered around a question designed to disrupt dominant assumptions about the game of hockey and provoke deeper insight into the position hockey occupies in Canadian society. Each weekly thematic question is outlined below.

Week 1 (January 12th) Introduction: Why study hockey?

Week 2 (January 19th) The history or histories of hockey?

Week 3 (January 26th) Girl's and women's hockey: More than a man's game?

Week 4 (February 2nd) Diverse genders and sexualities in hockey: More than a *straight* man's game?

Week 5 (February 9th) Toxic masculinities in hockey: Bad boys in a good game?

Week 6 (February 16th) Race in hockey: More than a white man's game?

Week 7 (February 23rd) READING WEEK

Week 8 (March 2nd) Race in hockey II: More than a white man's game?

Week 9 (March 9th) Hockey and the 'Great Outdoors': The myth of a nation?

Week 10 (March 16th) Mid-Term Exam

Week 11 (March 23rd) Power play I: What is hockey's 'toxic culture'?

Week 12 (March 30th) Recreational hockey: Doing hockey otherwise?

Week 13 (April 6th) How to heal the game (and the nation)?

Week 14 (April 13th) Course Wrap Up

LEARNING OUTCOMES

Through this course, you will:

- Examine the historical, political, social and cultural significance of the game of hockey in Canadian society;
- Apply a critical theoretical lens to the relationship between the game of hockey and Canada;
- Develop a critical understanding of how hockey reproduces notions of 'preferred' citizenship;
- Develop research, writing and oral communication skills.

LEARNING ACTIVITIES

This course is organized as a seminar-style learning environment. This means that the primary mode of learning will be through facilitated class activities, including: small and large group discussions, experiential learning opportunities, current issue engagements, discussion boards and interactive case study assignments. In order to foster an engaged and stimulating learning environment, you will be expected to come to class prepared, having completed independent learning materials (i.e., readings, podcasts, videos, other activities).

LEARNING MATERIALS

All learning materials for this course will be available through UBC libraries and the internet (e.g., through specific websites (such as the National Film Board, the Canadian Broadcasting Corporation) or content sharing websites (such as, Spotify, YouTube). Weekly learning materials are posted on Canvas and there are no costs attached to required learning materials for this course.

ASSESSMENTS OF LEARNING

Assessments	% of grade	Due Date
1. Participation	20%	Ongoing
2. In-Term Exam	25%	March 16 th
3. Current Issues Group Discussion	10%	Ongoing
4. Major Paper	45%	
	10% (Part I)	February 13 th – March 2 nd
	35% (Part II)	April 6 th

Policy Regarding Late Submissions: With the exception of approved extensions, late assignments will be penalized 5% per day (e.g. 8.5/10=85% - (one day late) 5%=80% or 8/10), up to ten days, after which they will not be graded.

DESCRIPTION OF ASSESSMENTS

- 1. Participation (20%):** Participation constitutes a significant portion of the grade for this course. This is because this course is driven by student engagement and the active participation of students within the class will be critical to creating a rich and successful learning environment. Recognizing that participation comes in multiple forms, your grade will be determined according to a number of assessments, including:
- Attendance:* in order to receive top participation grades, you will be expected to be in class, missing no more than one class.
 - Large and small group discussions:* you should come to class having completed assigned learning materials (i.e., course readings, podcasts, documentaries, other assigned tasks) and be prepared to participate in large and small group discussions—and other in-class activities—in a knowledgeable and relevant manner.
 - Mini-Quizzes:* throughout the term, three ‘pop’ quizzes will be administered. These quizzes will be 4-6 questions in length (approximately 5-8 minutes in duration) and questions will be taken directly from assigned learning materials. In other words, if you have completed weekly learning materials, you should receive a perfect score on these quizzes.
 - Discussion Board Posts:* In several classes, the Canvas discussion board will be used to facilitate discussion. The degree to which you complete the posts, along the quality of your posts, will be used to help assess your participation grade.
 - Hockey Card Biography:* This assignment is designed to introduce you to your peers in the class and members of the teaching team. You will be asked to create your own one-page hockey card. Your hockey card can include any information you are willing to share, but should at least include the following: a picture of yourself, your hockey/sport/physical activity interests and influences, and your research interests related to hockey (particularly in relation to the major paper). Your hockey card biography will be posted on Canvas and will be visible to your peers in the class. The research interests outlined in your hockey card biography will be used to divide the class into groups for Part I of the Major Essay (see details below). Assessment for the hockey card biography is a ‘completion’ grade, meaning that if you complete

the exercise and upload your hockey card biography to Canvas by January 19th at 11:59pm, you will receive full marks.

2. In-Term Exam (25%): The In-Term exam is a 2-hour in-person exam that will be held on March 16th. The exam will be comprised of short answer and essay questions and will cover all learning materials and activities up to, and including, Week 9 (March 9th) of the course. The exam will be a closed book exam.

3. Current Issue Group Led Discussion (10%)

Purpose: This assignment is designed to foster critical engagement with current issues related to hockey in Canadian society.

Description: Students will be asked to work in small groups (approx. 4-6 students) in leading a brief class discussion (approximately 20-30 minutes) on a current issue related to hockey in Canadian society. The discussion is designed to be relatively informal and should not require extensive preparations (for example, a presentation or lecture are **not** expected). The current issue should be introduced to the class and this would normally be followed by a facilitated class discussion.

Instructions:

- a. Students will divide themselves into small groups of approximately 4-6 during the second class of the term (January 19th).
- b. Students will choose an issue to share with the class that has been relatively prominent in the media in the last 2 or 5 years. The issue should relate to hockey (in its multiple forms) and should connect to the weekly lecture theme (see **Schedule of Topics** for lecture themes). For example, if the weekly lecture theme is on toxic masculinity, your group may want to discuss the controversy surrounding hazing in hockey.
- c. Once an issue has been selected, decide how you are going to familiarize the class with the details of this issue. This could be done by sharing a brief newspaper article, a video clip, or a verbal overview of the issue.
- d. Each group should encourage students to engage in discussion related to the details of the issue by preparing questions to prompt discussion. Where possible, current issues discussions should also connect to key themes from weekly learning activities (i.e., readings, podcasts, documentaries, etc.).
- e. The entire activity should last between 20-30 minutes.
- f. Students will engage in a very basic peer-evaluation (see 'Peer Evaluation' chart below).
- g. Assessment: Your group will be assessed according to both feedback from your peers as well as on the course instructor's evaluation. The instructor will be assessing based on completeness of the assignment, the quality of the facilitated discussion, and the relevance and connection of the issue/discussion to the class and the weekly topic. Rubric to be posted on Canvas.
- h. For demonstration purposes, the course instructor will lead the first current issues discussion at the beginning of the January 19th class.

Peer Evaluation Chart
Evaluator Name:
Names of Group Members:

1. The current issue was clearly described and the relevance to the course was clear.	1 Unclear Clear	2	3	4	5 Extremely
2. List one thing that you learned from this discussion. List one piece of constructive feedback.	Learned:		Constructive Feedback:		

4. Major Essay:

Purpose: This essay is designed to give you an opportunity to conduct an in-depth exploration of an issue related to hockey in Canada that is of interest to you.

Topic: The topic you select for the essay should be of interest to you. You are welcome to choose a topic that has been covered in this course or a topic not covered in this course. However, if you decide on a topic not covered in this course, it is advisable that you speak with the course instructor or tutorial assistant to make sure that it is a feasible one. The major essay is divided into two parts—Part I: Group Presentation & Peer Feedback and Part II, the Major Essay itself.

Part I: Group Presentation & Peer Feedback (10%)

Purpose: This component of the assessment provides students with an opportunity to receive peer and grader feedback on their ideas for the major paper.

Instructions: The Group Presentation and Peer Feedback involves the following steps:

- a. Based on thematic interest, students will be divided into groups of 3-5. Each student will prepare an outline of their major paper. The outline may include any information you would like to receive feedback on, but at a minimum must include the following:
 - i. Argumentative or thesis statement
 - ii. Two to three key points supporting the argument
 - iii. List of key sources (i.e., readings, media sources, etc.)

The outline should be *no more* than 1 page in length (either double- or single-spaced).

- b. Outlines will be posted on a Canvas Discussion Board and will be available to other members of the Peer Feedback Group. Outlines should be posted no later than February 10th @ 11:59pm.
- c. Students will arrange a time to meet as a group via Zoom. This meeting will be facilitated by the teaching assistant-grader for the course.
- d. Each student will have 5-minutes to present their outlines and this will be followed by group discussion and peer feedback.
- e. It is expected that each member of the group will have read and reviewed the posted outlines of the other members of their group.
- f. Assessment: For the Group Peer Feedback, you will be assessed based on the completion of the outline, the presentation of the outline, and participation in peer feedback discussion. Rubric to be posted on Canvas.

Part II: Essay (35%)

Due: April 6th, 11:59pm PST (Essays should be submitted on Canvas)

Instructions: The major essay involves the following components:

- a. Research Essay: For Part II of the assignment, you will write an argumentative/thesis

paper. To the degree possible you will want to base your essay on the argumentative-/thesis-statement from the outline you submitted for Part I. However, depending on the feedback you received on your outline, you may want to amend the focus of your essay accordingly, which is also fine.

- b. Supporting Evidence: You are welcome to use a variety of sources to help build your argument (e.g., podcasts, documentaries, newspaper articles, personal experience, etc), but you must include a minimum of four (4) academic sources (e.g., peer-reviewed journal articles, academic books, or chapters). You are **not** required to include materials from outside the course, but you are welcome to do so. Also, you are welcome to—indeed, encouraged!—to introduce less conventional sources of evidence into your essay (e.g., pictures, video links, diary entries, ethnographic observations, or any other creative evidence you can think of). If it is helpful, you are welcome to consult with the tutorial leader/grader or course instructor with regard to your more creative ideas.
- c. Format: The essay should be 10-12 pages in length (not including title page, reference list or, pictures, if you decide to include them), double-spaced, 12 point font, with 1” (2.54cm) margins. Pages should be numbered.
- d. Details: Include a title/cover page with the following information: title of the essay, your name, student number, course name and code (i.e., KIN 487b Hockey in Canadian Society), and date submitted. You are welcome to use sub-headings throughout the essay, although sub-headings are not required.
- e. Referencing: The APA (7th Edition) referencing style will be used for in-text citations and the reference list.
- f. NOTE: Students interested in completing this assignment in an alternative format (e.g., as a video, podcast, editorial piece, or journalistic article) should speak with the course instructor.
- g. Assessment: Rubric to be posted on Canvas.

UNIVERSITY POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on [the UBC Senate website](#).

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